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ABSTRACT

This is an informative listing for educators, librarians, and others interested in materials for bilingual multicultural education. There are two main sections, annotations and analyses. Annotated entries are arranged under the following headings: (1) assessment and evaluation; (2) bibliographies; (3) classroom resources; (4) English as a second language; (5) informational resources; (6) mathematics; (7) professional readings and resources - teacher education; (8) science and health; (9) social studies; (10) Spanish language arts; (11) supplementary reading; and (12) vocational education. A typical annotation includes information in the following order: title, author or agency, name and address of the publisher, publication date, pagination or number of parts, languages used, intended audience or level, and a descriptive statement. In section two, five items are analyzed in detail. Information given about these items includes: components, objectives, scope, sequence, methodology, evaluation methods, and physical description. Selection criteria for the annotated and for the analyzed items include availability and relevance to bilingual education. (AM)

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CARTEL:
Annotations and Analyses of Bilingual Multicultural Materials

Dissemination and Assessment
Center For Bilingual
Education

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Austin, Texas 78752

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VOL. IV, NO. 2

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PUBLISHER'S NOTES

Cartel is an informative listing for educators, librarians, and others interested in materials for bilingual multicultural education. The annotations attempt to inform, rather than to recommend or disparage. Selections for annotation are based on the criteria listed below. Analyses reflect systematic evaluation of curricular materials with potential for wide use in bilingual classrooms. Material must meet the first two criteria and at least one other.

- It must be published or available in the United States, its territories or possessions.
- It must include a source address.
- It may be used in the education of bilingual children.
- It may contribute to staff training for bilingual multicultural programs.
- It may further the progress or success of bilingual multicultural education.

Entries within the two sections are listed alphabetically by title. A typical annotation includes information in the following order: title, author or developing agency, name and address of the publisher and/or distributor, publication date, number of pages or parts, language(s) used, intended audience or level, and a descriptive statement. A publication date preceded by the international copyright symbol © indicates copyrighted material. Where no such indication is present, the material is in the public domain and may be reproduced for local use. Any information omitted from the annotation was not available at press time and may be requested from the publisher. In each case, the publisher is the source for further information; publishers' addresses are always provided.

A ☆ indicates materials published by or available from the Dissemination and Assessment Center for Bilingual Education. Fiscal procedures require prepayment or a purchase order in the amount indicated—no tax or postage should be added.

DACBE appreciates your comments and suggestions. Readers are urged to submit pertinent materials and information to the Center for inclusion in this publication.

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Annotations

ACCESS TO ENGLISH AS A SECOND LANGUAGE. Robert G. Breckenridge. McGraw-Hill International Book Company, 1221 Avenue of the Americas, New York, New York 10036. ©1973, 1974.

Level I: Instructor's manual (24 pp.): $1.13 (paperbound); text (215 pp.): $1.88 (paperbound); workbook (96 pp.): $1.05 (paperbound); flash cards (67 8 1/2" x 11" cards printed on both sides, black and white): $6.75; cassette tapes (15 tapes, boxed): $120.00.

Level II: Instructor's manual (23 pp.): $1.13 (paperbound); text (220 pp.): $1.88 (paperbound); workbook (96 pp.): $1.05 (paperbound); flash cards (58 8 1/2" x 11" cards printed on both sides, black and white): $6.75; cassette tapes (13 tapes, boxed): $104.00. English: Grades 11-12.

A total English-as-a-second-language program which addresses listening, speaking, reading, and writing. Thirty-four lessons present a variety of activities from which the teacher may choose; each lesson has enough material for eight to ten hours of work. Listening drills, which are included only in the first level of the program, are an expansion of the minimal-pairs technique. They are designed "to develop the student's ability to hear and recognize differences in phonemes that occur in English but not in his own language." A brief narrative, which the teacher or student may read, begins each lesson and introduces the structure and vocabulary which will be emphasized.

At Level I, reading selections feature two Anglo families, the Bakers and the Hills, who live in Centerville; the Martínez family, who has moved from Puerto Rico to New York, appears in Level II. Intensive questions, requiring different skill levels to answer, follow the reading.

Each lesson has three brief dialogues for conversational practice. Grammar notes explain and illustrate important grammatical points, such as subject pronouns, past tense, etc. Three kinds of oral drills appear in each lesson. Picture drills use flash cards to present vocabulary, pattern drills, and questions and answers. In the substitution drills, students use their texts for written rather than pictorial clues. Transformation drills often orally introduce a writing exercise in the workbook. For further writing practice, students may complete paragraphs with blanks which appear in their texts. Each lesson concludes with several situational exercises which are less structured than the other drills and which attempt to provide a more natural conversational atmosphere. Workbook exercises are to be used if writing is taught; they are not keyed to specific activities in the text and may be assigned as classroom work or homework when appropriate. The cassette tapes include the introductory narrative section for each lesson plus oral drills from the text; they are suitable for a language laboratory.

THE AMERICAN INDIAN IN TRANSITION. (Film.) Atlantis Productions, Inc., 1252 La Granada Drive, Thousand Oaks, California 91360. $275.00 (22 minutes; 16 mm; color; sound). English: Grades 7-12; Adult.

This film presents the reservation life of a North American Indian mother on a Woodland Reservation. The informative narration realistically portrays her concerns for her tribe and family. The pride of the tribe, and the poverty, are seen in daily activities and seasonal gatherings. The past and the future are dealt with in terms of sadness and tragedy, but not with bitterness. The scenes from the film and the accompanying narrative effectively present the problems of the Indian in trying to live in two worlds, yet not having the best of either. Teachers of history, social science, or ethnic studies could use this film to stimulate class discussion on contemporary issues concerning the American Indian.

THE AMERICAN INDIAN READER: EDUCATION. Edited by Jeannette Henry. The Indian Historian Press, 1451 Masonic Avenue, San Francisco, California 94117. © 1972. 300 pp. Book II of a series on educational perspectives. See also *The American Indian Reader: Literature.* $3.00 (paperbound). English: College; Informational Resource.

This book has been designed for classroom use and teacher preparation and for disseminating general information about the Native American to those who have a special interest in the area. The cultural differences among all peoples are seen as an aid to learning and as a way to "develop human beings capable of functioning in any society." Subject areas covered concerning education for and about the Native American include: Approach and Philosophy, The Lessons of History, Problems of Today, Critique and Evaluation, A Sampling of Film and Book Reviews, Relevant Education, A Sampling of Curriculum, and Organizing and Maintaining a Native American Reference Library.

THE AMERICAN INDIAN READER: LITERATURE. Edited by Jeannette Henry. The Indian Historian Press, 1451 Masonic Avenue, San Francisco, California 94117. © 1973. 249 pp. Book III of a series on educational perspectives. See also *The American Indian Reader: Education.* $3.00 (paperbound). English: College; Informational Resource.

This book is designed as an introduction to the study of the Native literature of the Americas. The purpose of the book is to stress the fact that the literature of the Natives should be considered as a major literature and not just as "folklore." The first section contains the poetry of the ancients. One of the most unique representations given is that of the epic historic poem by the Lenni Lenape, the Walum Olum. As a contrast to this, we are also given the poetry of modern Native youth. The poetry of the ancients expresses feelings of exultation and celebration, while the contemporary poetry reflects the despair and anger of today's Indians. About the section on storytelling, which contains imaginative selections, the editor says: "When the art of storytelling dies, we Natives too will die. It is our favorite sport, our best means of communication, our one remaining evidence of a joyful spirit."

Following the stories there is a collection of contemporary articles on such subjects as description of events, history, and protest; there is also a series of essays by Native columnists. Finally there is presented a critique of Native literature and of the Native in literature. As an informational resource book, this publication would be interesting and helpful in classrooms and libraries.

ARCO IRIS: UNA REVISTA BILINGÜE. Bilingual Publications, Box 149, Merrick, New York 11566. © 1976. Volumen I, Primavera 1976. Subscription: $2.50 per year; outside the United States add $1.00 per year for postage. Single copies: $0.60. Paperbound. Spanish and English: Grades 4-8.

Arco iris is a new bilingual publication that specifically addresses the educational needs and interests of bilingual students, ages 11-15. The articles are multidisciplinary and therefore may be applied to whichever content or academic area the teacher sees fit. This issue features: **Poema**: "New York"; **Cuentos**: *"Mis primeros versos," "Un hombre de provecho"*; **Tales from Other Lands**: "Ero from the Other World," "The Trumpeter of Krakow"; **Fauna**: "Penguins"; **Food**: "Snacking for Good Health"; **Personajes famosos**: "Pablo Picasso"; **Alrededor del mundo**: "India"; and regular features entitled *"Hablemos correctamente,"* "Did You Know?", "Aesop's Corner," *"Chistes y adivinanzas,"* "Crossword Puzzles, Jokes."

The front cover is a photograph of New Delhi students demonstrating "Lezium," a physical-education activity using medical instruments. The article on Picasso is a brief

biographical sketch illustrated with three of his paintings; titles, dimensions, and dates are given. The article on India discusses the geography, population, religion, history, and social system of the nation. The crossword puzzles and unscramble exercises make this consumable material.

BENJI–EDUCATIONAL PROGRAM. (Multimedia.) Film by Joe Camp; creative learning experiences by Marge Bruder; adapted into Spanish by E. Héctor Zamorano. Strawberry Fields Educational Productions, Inc., 10300 North Central Expressway, Suite 105, Dallas, Texas 75231. © 1976. Teacher's guide–*Juego de enseñanza* (paperbound): 48 pp. New reduced rates: $250.00 per school; $200.00 if 20 or more schools order together. Components of the program: 1. Film (87 minutes, 16 mm, full color): for rent only; 2. teaching kit for every 30 students (perforated activities worksheets and 16 8" x 10" photographs); 3. teacher in-service guide; 4. sheet music; 5. record; 6. novel; 7. stuffed dog; 8. poster (30" x 40"); 9. letters with Benji's paw print (in either English or Spanish) will be sent in reply to fan letters from students. English and Spanish: K-8.

This audiovisual program was especially designed to provide exciting learning activities for oral-language development and to serve as a supplementary reading program. The focus of the activities is motivation as a key for learning experiences. The activities included in the *Juego de enseñanza* provide practice skills in language experience, reading comprehension, music, art, and drama; the children also learn about the responsibilities involved in taking care of a pet. Word puzzles, riddles, and games are provided in the activities. The main character in the program is Benji, a lovable dog that will captivate children of all ethnic groups.

BIBLIOGRAPHY OF NONPRINT INSTRUCTIONAL MATERIALS ON THE AMERICAN INDIAN. Prepared by the Instructional Development Program for the Institute of Indian Services and Research, Brigham Young University. Brigham Young University Printing Service, 290 HRCB, Provo, Utah 84601. ©1972. 221 pp. $0.59–minimum order of $1.00 (paperbound). English: Informational Resource.

This publication provides a listing of materials useful to persons involved in multicultural education. The types of materials included in the book are 16-mm motion pictures, 8-mm film loops, filmstrips, 35-mm slides, overhead transparencies, study prints, maps, charts, audio recordings, and multimedia kits. A thorough and concise presentation is made for all materials. The book is easy to follow in that all instructional materials are alphabetically listed according to subject heading, subject, and title. A brief description is given for each title that includes type of material, distributor, color and sound aspects, length (which includes number of minutes or frames), and a short statement on the subject of the film. This publication could provide a source for new teaching ideas in multicultural education. An important aspect to be noted concerning this book is that the term "American Indian" in the title refers to South, Central, and North American Indians, so the materials included are most comprehensive.

BILINGUAL CHILDREN: A RESOURCE DOCUMENT. Muriel Saville-Troike. Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209. 1973. 149 pp. $3.50 (paperbound). This is the second book in the Bilingual Education Series entitled *Papers in Applied Linguistics* (set of 4 for $9.95). English: Informational Resource.

This book is designed to provide the data necessary for personnel working with bilingual children to understand: (1) the nature of language and its diversity; (2) how children learn their first and subsequent languages; and (3) the cultural attitudes and practices which affect the child–socialization

and cognitive development. Special emphasis is placed on profiles of bilingual children (Mexican American, Puerto Rican, and Indian) and implications for early-childhood program development. A selected and topical bibliography and a comprehensive bibliography are included.

LA CAUSA POLÍTICA: A CHICANO POLITICS READER. Edited by F. Chris García. University of Notre Dame Press, Notre Dame, Indiana 46556. © 1974. 444 pp. $4.95 (paperbound); $14.95 (clothbound). English: College; Informational Resource.

Dr. García has compiled a collection of writings which look at the Mexican American people's position in American politics, why they have participated and why they have not. The book spans a continuum of political activity, from the most traditional techniques to violence and revolution.

Mexican Americans have participated in some ways in conventional American politics. A few Chicano individuals have achieved political power; however, frequently in such situations, "few, if any, material benefits are rewarded to the masses." In recent years some Mexican Americans have achieved real political power at a decision-making level, power not only for individuals but for the Chicano community as well. But many Chicanos become politically involved only when they approach a government agency for services; these encounters are often less than beneficial. Generally speaking, "old-style" politics have been unfruitful. Consequently, Chicanos have tried unorthodox methods. For example, "some Chicanos have given up on the American political system," favoring instead institutions separate from the mainstream. Although radical ideologies, such as socialism and Marxism, have found few proponents among Mexican Americans, radical tactics, such as strikes and boycotts, have been employed. Continually frustrated by the American political system, some Chicanos have struck back violently (the East Los Angeles Chicano-police riots of 1971 are one notable example).

After studying these various trends, the anthology concludes with some insights into the future of Chicano politics. Contributors include Joseph Montoya, César Chávez, Antonio Camejo, José Ángel Gutiérrez, and Alfredo Cuéllar.

CHEROKEE SUNSET: A NATION BETRAYED. Samuel Carter III. Doubleday and Company, 245 Park Avenue, New York, New York 10017. © 1976. 318 pp. $9.95 (hardbound). English: Informational Resource.

In 1785 the Cherokees signed a peace treaty with the United States, "a treaty which established their 'inviolable boundaries' and their independence as a sovereign Nation." From then on they turned more and more to "white men's ways," cultivating crops, building homes, establishing schools, developing a parliamentary democracy. They were allies of the Americans in the War of 1812. According to the American dream, the Cherokees were responsible citizens playing by all the rules. But the white people coveted the Cherokees' fertile lands, and the discovery of gold only whetted their appetites. To keep the peace, the Cherokees yielded more and more territory.

At New Echota in 1835 a sparse assembly of Cherokees ceded all their territory east of the Mississippi to the United States and agreed to emigrate to the West. The gathering was hardly representative since most Cherokees were boycotting the meeting, but the terms were on paper and the U.S. considered the treaty valid. During the next few years, Cherokees began slowly moving west, but they were not moving fast enough for the Georgia settlers. In May 1838, General Winfield Scott began rounding up the Cherokees, all 16,000 of them, and detaining them in stockades with inadequate food, shelter, and sanitary facilities. Some 2,500 "died of illness, malnutrition, exposure, and

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In certain cases brutal treatment" in these concentration camps. In October the Cherokees began moving westward along "The Trail of Tears." The trip was a nightmare of illness, starvation, and bitter cold; 1,500 more Cherokees died. By the time the tribe reached Indian Territory, almost one-fourth of their people had been wiped out. "The Cherokee Nation endured, of course. . . . They had already met the challenges of the white man's world; they would go on doing so. But not in the triumphant way they seemed so near when viewed from the splendid heights of 1827."

This is not a pleasant book to read; it is easy to fall into the trap of hating the white people and glorifying the red. But Carter has given us an objective picture of a complex time; we see all the people involved more clearly than before. Perhaps we can learn something from his scholarship.

CHICANO HISTORY CALENDAR, 1977. Fillmore Publishing Company, P. O. Box 98, Fillmore, California 93015. © 1976. Size: 22" x 28". $5.95. Spanish and English: K-12; General Interest.

This is a bilingual historical calendar depicting some of the contributions made to this society by Mexican Americans. Each month features a prominent Mexican American and each date gives brief information pertaining to Mexican American history and culture. The inside (or back) of the front cover gives a general lesson plan with ideas on how to use the calendar effectively as a teaching aid in the classroom. The top portion of each month, which is a reproduction of a painting of an outstanding Mexican American, can be cut off and laminated for continuous use throughout the year.

CHICANO REVOLT IN A TEXAS TOWN. John Staples Shockley. University of Notre Dame Press, Notre Dame, Indiana 46556. © 1974. 302 pp. $3.95 (paperbound); $9.95 (clothbound). English: College; Informational Resource.

This is the story of Crystal City, a small town in the Texas Rio Grande Valley which has played a prominent role in Chicano politics. Crystal City's population is 80 percent Mexican American, yet it has been dominated by Anglos since its beginnings in 1907. Twice during the 1960s Chicanos revolted against the Anglo establishment. In 1963 five poor uneducated Mexican Americans won all city council seats; however, due to inexperience, Anglo resistance, and internal dissensions, they were defeated two years later. In 1969 the Chicanos were again successful, gaining control of the city government and the school board. Out of the second revolt grew La Raza Unida, a political party which would influence not only Crystal City but the entire Chicano movement in the United States.

Shockley has attempted "to write a comprehensive and balanced treatment of events in the community"; however, he recognizes that "full 'objectivity' and full 'impartiality' are impossible to achieve." He encourages others to study and write about Crystal City in order to better understand the forces at work in that community and other American towns.

A CLOUDBURST OF MATH LAB EXPERIMENTS–UN CHAPARRÓN DE EXPERIMENTOS DE LABORATORIO DE MATEMÁTICAS. Ronald Buckeye, William Ewbank, and John Ginther. Midwest Publications, P. O. Box 129, Troy, Michigan 48084. © 1971–English; © 1975–Spanish. Paperbound. English and Spanish: Grades 3-12.

This is a series of math experiments and activities designed for supplementary use in the classroom. No specific grade level is designated. The materials are easy to follow because each of the experiments is coded as to topic area and difficulty. Over 1,100 experiments covering elementary through lower college are in the five English volumes. Only Volumes

I and II covering middle-elementary and upper-elementary grades are available in Spanish. The different subject-matter areas that are contained in each volume are: fundamental operations, sets, numeration and number theory, fractions, probability and statistics, applications, geometry, measurement, and enrichment. No expensive apparatus will be needed, as most classrooms will already contain the equipment that is required. All volumes are available in either book or "key-sort" card form.

Although only Volumes I and II were available for annotation, their instructions were clearly written and complete in form.

- Vol. I, book form (93 pp.; elementary): $3.95
- Vol. I, book form (93 pp.; Spanish): $5.95
- Vol. II, book form (140 pp.; upper elementary): $4.95
- Vol. II, book form (140 pp.; Spanish): $6.95
- Vol. III, book form (junior high): $4.95
- Vol. IV, book form (high school): $3.50
- Vol. V, book form (lower college): $4.25
- Teacher's manual for all 5 volumes: $3.00
- Vol. I, card form (elementary): $20.00
- Vol. II, card form (upper elementary): $22.00
- Vol. III, card form (junior high): $24.00
- Vol. IV, card form (high school): $14.00
- Teacher's manual for all 4 volumes: $3.00

A COLLOQUIUM ON THE VIETNAMESE LANGUAGE. (Multimedia.) Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209. © 1975. "Supporting Papers," cassette tape. $6.50. English: Linguists; ESL Teachers; Informational Resource.

This is an hour-and-a-half colloquium on the Vietnamese language sponsored by the Center for Applied Linguistics in Arlington, Virginia, as a part of the Center's Vietnamese Refugee Education Series. The presentations are on the contrastive features between Vietnamese and English and on the phonological and syntactic systems of the Vietnamese language. The moderator, Kent Sutherland, is the coordinator of the Center's Vietnamese Refugee Clearinghouse.

The first speaker was Nguyen Hy Quang, whose subject was Vietnamese phonology. Mr. Quang has had considerable experience working with the Vietnamese language at the Foreign Service Institute, where he has taught Vietnamese to American government personnel for the past 11 years. Mr. Quang, a native of Vietnam, studied in Vietnam and the U.S. and is fluent in the three major dialects of Vietnamese: northern–Hanoi, central–Hue, southern–Saigon.

The Vietnamese language is spoken by about 30 million people. It was influenced by such languages as Malayan, Thai, and especially Chinese. After centuries of using Chinese characters, or a modified version of these characters, Vietnamese was romanized in the seventeenth century by European missionaries. In 1910, the romanized writing system or national language came into official use.

In all three dialects, the structure of the language is the same. The lexical differences are few, but each dialect has phonemes which do not exist in others; this makes all three dialects sound different from each other. Mr. Quang specifically speaks about segmental phonemes, vowels, consonants, and tones. All his comments are based on the southern dialect, with some examples and phonetic descriptions.

Mr. Quang mentions that no single English vowel is identical to any of the Vietnamese vowels, but there is enough similarity between most of them for an ESL teacher to use the vowel phoneme in a Vietnamese word. The musical pitch and the pitch contour of a word is a meaningful part of its pronunciation. Many words in Vietnamese are identical except for their tones, which give them entirely different meanings. And although English has been described by some as a nontonal language, Mr. Quang points

out that there are tones in English, and these are usually considered on the level of the sentence. So in teaching Vietnamese children how to produce a certain intonation, it's a good idea to make the English word similar to a Vietnamese word. For example, the English word *now* has a tone on it; the Vietnamese word for brain is also *now* with a rising tone.

In the Vietnamese language there are five distinct tones:

1) The level tone is a middle pitch. It is a little higher than the middle range of an average English speaker.
2) The higher pitch rises sharply and is loud with a tense and squeaky quality in the terminal stage.
3) This tone is lower than the first. It trails downward toward the bottom of the voice range. It has a relaxed quality and is accompanied by a kind of breathing voicing as in a sigh.
4) The southern dialect starts slightly lower than the level tone and rises above it. It's also known as the "rising tone."
5) This tone is lower than the fourth. It falls near the bottom of the voice range, then rises sharply.

The second speaker was Duong Thanh Binh, who spoke on Vietnamese syntax. Her experience with Vietnamese linguistics dates back to her studies at Columbia University. She was formerly English graduate chairman at the University of Saigon, and she also served three years as Vietnamese representative of the Coordinating Committee, Regional English Language Center, Southeast Asian Minister of Education Organization in Singapore.

Ms. Binh's presentation covers the similarities as well as the differences between English and Vietnamese. The hypothesis of linguists and teachers is that the differences inevitably interfere with the attempts of students to learn English. The main problems encountered by Vietnamese students in learning English are word order and opposition, verb forms, the plural of nouns, and the use of function words such as determiners and prepositions. In order that Vietnamese students learn English effectively, well-trained teachers are needed as well as especially well-prepared materials based on an accurate, systematic, contrastive analysis of English and Vietnamese. The range of differences must be considered at various levels—the grammatical point of view and, more importantly, the cultural one.

Side 1 of the cassette tape includes the two speeches. The handout, "Supporting Papers for Colloquium on the Vietnamese Language," includes pertinent background information, the principal points of each speech, and various charts. Side 2 of the cassette tape includes questions asked by the participants during the seminar. The answers and advice offered by both speakers will be of immense help to teachers who have Vietnamese students. They speak of cultural differences and of the many ways teachers can help the Vietnamese students learn English. The Center for Applied Linguistics also offers to provide technical assistance in this area.

Errors cannot be ignored, and yet the question of whether or not a grammatical or phonological error will actually cause misunderstanding is one which teachers must seriously consider. A great deal of time can be wasted in the classroom if teachers try to insist on a student pronouncing every word perfectly when in fact he or she can be quite well understood by all in spite of a so-called foreign accent. It is very important that an ESL teacher help a speaker of Vietnamese to bridge not only a linguistic but also a cultural gap, and both of these gaps are wide ones. Spending hours on drilling phonetic features may be fruitless. Instead, teachers should concentrate on helping Vietnamese students to understand the rapid flow of American speech and to imitate its rhythm, stress, and intonation. The cultural and cognitive content of lessons needs to be increased, and the drilling and unnecessary

correction need to be decreased.

LA CONFLUENCIA. Coedited by Susan V. Dewitt and Patricia D'Andrea; drawings by Betsy James and Rubin Ruiz; photographs by Joan Gentry and Robert Nugent; cover by Barbara Strelke. La Confluencia, 125 East Santa Fe Avenue, Santa Fe, New Mexico 87501. © 1976. Vol. I, No. 1. Single copy: $2.00 (paperbound). Spanish and English: Grades 9-12; General Interest.

La confluencia is a journal, a means of communication and expression for social scientists, historians, teachers, administrators, students, artists, and readers. The opening article, "Wooden Indians Unchaining," is a disquieting but perceptive essay on the vestiges of blatant stereotypes of Indians, which details the more "subtle expectations and stereotypes" which may not be malicious but are, however, still somewhat distorted. Another article, "Verlande and the Llano Canal: A Case Study," is a small community's proclamation of success in retaining the ancient *acequia* system and maintaining the ecology of that stretch of the Rio Grande. It is the intent of the editors that case studies of community action and developments be a continuing feature of *La confluencia* to serve as models to other communities.

A regular feature entitled "Notes from a Teacher's Journal" provides teachers with more than just "abstractions of educational theory." It is a communication to other teachers by which classroom experiences, teaching techniques, and curriculum ideas may be shared. This issue's letter presents, with an intense realism, children's views on birth, growth, old age, death.

> Floyd told us about somebody he knew being in jail one time in Zuni. It seems that a very disheartened prisoner, having reached his end, tried to hang himself by tying his funny long nylon socks around his neck and knocking the chair over. (The atmosphere in the room was very intense.) But instead of dying, he ended up with his feet on the floor because his nylon socks had stretched. We laughed and laughed. It was a big relief after the intensity of the story and the discussion. A lot of teaching and thinking went into that story. So that's the way it went this particular day. I wonder how other people in other places manage with the giraffes and the peppered moths . . .

"Students Write" is also another regular feature that gives exposure to the young talent of the Southwest—poets, essayists, artists, etc. The concluding section, "Confluences," features descriptions of multicultural programs and bilingual and community resource centers in New Mexico and the Southwest. The editors encourage anyone interested in bilingual education, community action, or other issues in the Southwest to send them information on the programs and services being offered. La Confluencia, Inc., is a nonprofit corporation registered in New Mexico.

CONTEMPORARY CHICANO THEATRE. Edited by Roberto J. Garza. University of Notre Dame Press, Notre Dame, Indiana 46556. © 1976. 248 pp. $5.95 (paperbound); $14.95 (clothbound). English and Spanish: Grades 11-12; College.

This collection of eight plays can be considered representative of contemporary Chicano drama. The collection includes works by Luis M. Valdez, Alurista, Estela Portillo, Rubén Sierra, Roberto J. Garza, and Ysidro R. Macías. Each play is characteristic of its author and varies accordingly in style, theme, content, and technique. The playwrights do, however, share a creativity and artistry fully evident in their works.

The editor has also included chapters on Chicano theater and its historical antecedents, making this anthology useful both as a basic reader and a resource text in teaching Chicano theater at the high school and college level. Furthermore, each play is

suitable for staging and, indeed, has been successfully staged previously.

CREATIVITY IN THE LANGUAGE CLASSROOM. Irene E. Stanislawczyk and Symond Yavener. Newbury House Publishers, Inc., 68 Middle Road, Rowley, Massachusetts 01969. © 1976. 101 pp. $5.95 (paperbound). English: ESL and foreign-language educators.

This book is designed "to stimulate student interest in foreign-language, ESL, basic English, or language-arts instruction." It is organized by course levels. "The Beginning Phase" is that period which is the most demanding for the teacher. The dialogue lines, vocabulary, and structured exercises need to be extracted from their original contexts and varied to reflect the student's needs and interests. The authors elaborate on the construction and variation of questions, dialogue spontaneous narrations, and structure drills.

"The Lower-Intermediate Phase" approximates early second-level work–that is, students possess language skills but still do not have adequate control of the language. It is recommended that teachers make use of group work, review discussions, and student role playing.

"The Intermediate Phase" is one where students demonstrate a more sustained use of the language. Activities for simulated conversation, activities inspired by mass media, and language-laboratory activities are provided in this section.

"The Advanced Class" shows students' ability to work independently. Advanced discussion techniques–such as student round-table discussions, debates, seminars, lectures, panel writing, etc.–are presented.

"Culture" presents specific procedures to help teachers increase the cultural value of language study. The authors suggest using foreign newspapers and periodicals for visuals; having a cultural bulletin board for the study of a particular aspect of the target culture; using slides and films; having culture capsules; presenting folk music and dance; and planning guided tours.

CUANDO ME ENOJO . . . (Translation of *I Was So Mad* by Alma Flor Ada.) Illustrated by Dora Leder. Albert Whitman and Company, 560 West Lake Street, Chicago, Illinois 60606. © 1974. 40 pp. Retail price: $4.25; school and library price: $3.19 (hardbound). Spanish: K-2.

This student reader deals with situations involving anger which will be familiar to children of any ethnic background. The text is accompanied by illustrations portraying the child's emotions. The book will be fun for children to read and could be used as a supplementary reader and for oral-language development. The children would benefit from discussing the anger-provoking situations and proposing their own solutions.

CULTURAL AWARENESS FOR YOUNG CHILDREN. Earldene McNeill, Judy Allen, and Velma Schmidt. Illustrated by Barbara McNeill. Learning Tree, 9998 Ferguson Road, Dallas, Texas 75228. © 1975. 242 pp. $9.95 plus 10 percent for postage handling (paperbound). English: Preschool.

The Learning Tree is a school located in Dallas, Texas, which emphasizes independent learning and individualization in a learning-center environment. As part of the program, children participate in cultural-awareness activities. This book is a collection of resources for studying many different cultures–Black, pioneer, Eskimo, Mexican and Mexican American, Native American, and Oriental. The activities focus on the most obvious and most colorful aspects of what we call "culture"–food, clothing, music, stories–and, since this book is for preschoolers, the presentation tends to be generalized. But the authors realize the limitations of their work and see the materials only as a starting point toward cul-

tural awareness. "If this book bridges a small gap in understanding and accepting ALL cultures, enriching all of our lives, the purpose . . . will have been fulfilled."

The manual is illustrated with line drawings and charming photographs of children enthusiastically and joyfully participating. Each chapter concludes with an annotated bibliography of sources.

CULTURAL CONTINUITY AND CHANGE IN MEXICO AND THE UNITED STATES. M. J. Rice and B. R. Barnes. Anthropology Curriculum Project, University of Georgia, Athens, Georgia. ©1976. 189 pp. $2.50 (paperbound). English: Grades 9-12.

This is a comparative study of Mexico and the United States. Seven chapters address the following topics: culture; cultural change; the cultural heritage of the two nations; language; religion; land tenure, labor, and income; and political institutions. Each chapter features advance organizers, summary pages which periodically highlight key information.

Throughout the book, the authors contrast and compare Mexico and the United States. The purpose is not to praise one culture at the expense of the other but, rather, to explain why the nations differ in some ways and are similar in others. For example, both the Spanish and English colonials interacted with Indian peoples. At the time of the Spanish conquest, a large number of Indians lived in Mexico. Because of their numbers they had considerable influence on the Spaniards. Because the population of the Eastern Woodlands Indians was small, they had less influence on the English settlers. Certain Aztec religious rites resembled Catholic ceremonies such as baptism and communion. These similarities made Catholicism more palatable to the Mexican Indians. On the other hand, there were few religious ceremonies shared by the British and the Indians they encountered.

Occasionally the authors make broad statements which require documentation; e.g., "Even in the southwestern part of the United States, where the Spanish heritage is evident, the English heritage is stronger" (page 41); "Catholic groups are among the most patriotic groups in the United States" (page 91). But, overall, they have done considerable research and provided valuable insights into the cultures of Mexico and the United States. Although Rice and Barnes state that the book may be used in a course for one quarter or one semester, they provide no suggested activities or guidelines for the teacher. The authors are planning a bilingual version of the text.

THE CURRENT STATUS OF U.S. BILINGUAL EDUCATION LEGISLATION. Hannah N. Geffert, Robert J. Harper II, Salvador Sarmiento, and Daniel M. Schemer. Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209. 1975. 127 pp. $3.50 (paperbound). This is the fourth book in the Bilingual Education Series entitled *Papers in Applied Linguistics* (set of 4 for $9.95).

This is an update of a 1971 report entitled "Laws and Legal Documents Relating to Problems of Bilingual Education in the United States," compiled by Heinz Kloss. It documents federal, state, and other "American-flag" legislation affecting bilingual education. Excerpts from major federal court opinions are given, in addition to statutory provisions for each state in the union. A final summary of legislative activity in the 50 states and other American-flag jurisdictions is provided.

DICCIONARIO ILUSTRADO DE ELECTRÓNICA, ESPAÑOL-INGLÉS E INGLÉS-ESPAÑOL. Humberto Ramírez Villarreal. Editorial Diana, S.A., Calles de Tlacoquemécatl y Roberto Gayol, México 12, D.F., México. Available from Hefferman Supply Co., P. O. Box 5309, San Antonio, Texas 78201. ©1961, 1975. 198 pp. $4.95 (paper-

bound). English and Spanish: Informational Resource.

This is a handy reference tool for electronics experts, students, or other interested persons. The two sections, Spanish-English and English-Spanish, provide terminology that is significant and technically important to those in the electronical fields. The Spanish-English section is amply illustrated, and it provides an English equivalent and pronunciation guide for each term listed, along with an extensive definition in Spanish. The section in English-Spanish is an elaboration of an English-Spanish vocabulary adopted by the Conferencia Internacional de Radiodifusión por Altas Frecuencias. This second section offers terms in English with an English pronunciation guide and a brief definition in Spanish. This dictionary would be of use primarily to those who read Spanish but who at some time may come in contact with technological terms in English or Spanish relating to electronics and who would need amplification of those terms.

DICCIONARIO TÉCNICO DE ELECTROMECÁNICA. Compiled by Luis Weis Ballesteros. Editorial Limusa-Wiley, S.A., Arcos de Belén 75, México 1, D.F., México. Available from Heffernan Supply Co., P. O. Box 5309, San Antonio, Texas 78201. © 1969. 298 pp. $3.95 (paperbound). English and Spanish: Informational Resource.

This is a technical dictionary designed to be of use not only to specialists in the fields of electricity and mechanics but also to those who might need a quick reference to or translation of a technical term. All terms are in English with a brief definition in Spanish. According to the compiler, great care was taken in selecting the proper terminology in the two languages as he recognized that the number of equivalent concepts in Spanish were limited. Various conversion and transformation tables are included.

DIOSA Y HEMBRA: THE HISTORY AND HERITAGE OF CHICANAS IN THE U.S. Martha P. Cotera; cover by Nora González Dodson. Information Systems Development, 1100 East 8th Street, Suite 4, Austin, Texas 78701. © 1976. 202 pp. $4.95 (paperbound). English, some Spanish: Grades 9-12; College.

Diosa y hembra is a historical, social, and political profile on the Mexican American woman from the pre-Columbian period to the present. It aims to dispel the myth of insufficient literature as an excuse for not having curricula relevant to Mexican American women. As a continuum of the early efforts of Mexican American women (the terms "Mexicanas" and "Chicanas" are used throughout the book interchangeably) to effect stronger development and expression, Cotera has anthologized (with very extensive footnotes) the historical legacy of the Mexican American woman.

The author starts off her treatise with an elaborate documentation of four major time lines: before the Spanish conquest, during Spanish rule, the postcolonial period, and Chicana history 1840-1960. She further discusses the general socioeconomic characteristics of Chicanas in the U.S., the roles and attitudes of the Mexican American migrant and farmworker women, and the myth and realities of "La Chicana and La Familia." The concluding chapters cover Chicana achievements in education, journalism, politics, labor, feminist activity and organizations.

Diosa y hembra is Cotera's effort to change images and stereotypes of Mexican American women and to document attitudes and achievements responsible for their strength. She hopes that the basic references and information she provides may be used as "a starting point by educators, program administrators, and the general public." Social studies teachers at the high school level may use this publication as a basis for units on Mexican American women or for supplemental reading assignments to be done in

class. *Diosa y hembra* has been adopted at the university level; it is currently being used at the University of Texas.

DIVERSITY. Center for Cross-Cultural Education/Coalition of Indian-Controlled School Boards, Inc., Suite 6, 811 Lincoln, Denver, Colorado 80203. No cost to those on the mailing list. English: Informational Resource.

Diversity is a newsletter published six times a year as an aid in communication between school districts in a seven-state area: Montana, North Dakota, South Dakota, Utah, Wyoming, Colorado, and Oklahoma. Types of topics covered in the newsletter are book reviews, lists of conferences and workshops, recommended films, and reports on current happenings in Indian education.

EPIE REPORT: SELECTOR'S GUIDE FOR BILINGUAL EDUCATION MATERIALS–VOLUME I: SPANISH LANGUAGE ARTS; VOLUME II: SPANISH BRANCH PROGRAMS. EPIE Institute. The Educational Products Information Exchange Institute, 463 West Street, New York, New York 10014. ©1976. (Based on earlier instrument created by Maurice Eash.) Volume I: 131 pp.; Volume II: 152 pp. 1-10 copies: $10.00; 11-20 copies: $8.00; 21-30 copies: $6.00; 31-50 copies: $4.00; 51 or more copies: $2.00 (paperbound). English: Informational Resource.

These materials analyses were designed to evaluate Spanish and English instructional materials produced by foreign and U.S. commercial publishers and federally funded programs. The instructional materials are distributed throughout the country for bilingual-classroom use. The purpose of this evaluation design is to provide analytical information on the instructional materials to any person who is involved in bilingual education. The guidelines for instructional-design analysis are described in detail. The reader has a clear idea of each component of the instructional materials. The organization of the evaluation consists of four major instructional-design constructs as well as additional considerations and overall assessment and recommendations. Information is provided on: title, author, publisher, copyright, media, components, subject area, curriculum role, grade levels, population characteristics, research and development evidence, linguistic content, language level, developer's rationale, learner goals, learner objectives, scope, sequence, methodology, means of evaluation, physical description, source, teacher preparation, community acceptance, accuracy, and summary. The processes used in the selection criteria are explained in detail in the front matter of each report.

Volume I contains a total of 78 instructional programs in teaching communications skills and reading.

Volume II contains a total of 87 instructional programs in teaching mathematics, science, social studies, fine arts, and creative arts.

Volumes I and II contain complete and supplementary instructional programs.

The information in the reports will prove of value to any person involved in bilingual education programs.

¡ÉSTOS FUERON LOS MAYAS–THESE WERE THE MAYANS! (Film.) Joe Kelly. Films Incorporated, 1144 Wilmette Avenue, Wilmette, Illinois 60091. Sale: $225.00; rent: $20.00. Spanish and English: General Interest.

This 16-minute film gives a brief historical description of the monumental Mayan civilization and shows archaelogical sites in Yucatán, Chiapas, Guatemala, and Belice. The Mayans are portrayed as extraordinary architects, mathematicians, astrologers, and artists. Today we can still admire the grandeur and beauty of the fantastic structures at the pre-Columbian sites. Modern Mayan cities reflect both past and present, and

many of the people in them speak Mayan as well as Spanish. The color and photography in the film are beautiful, and the narration is informative and very well done.

EXPLORING THE LIBRARY. (Film.) SVE/ Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614. © 1968. Using the Elementary School Library Series. 57 frames, 15 minutes. Filmstrip with teacher's guide: $7.00; record: $4.00; cassette: $6.00. Spanish and English: Grades K-5.

Elementary school librarians and teachers can learn as much from this filmstrip as the children. It gives such ideas as having students tape-record their own book reviews for other students to listen to, having a puppet show to act out scenes from books, having a student committee preview and select films for the class, etc. The students learn that the library is a place where they can read and work on their own, with some assistance from the librarian. They learn about using the card catalog and the various sections in the library and about working alone at the carrel without being disturbed by others. The students are shown using a teaching machine into which a programmed lesson is fed, using a projector to view slides, listening to albums and tapes. The filmstrip also emphasizes the responsibility of the borrower to return materials in good condition and to observe whatever rules the librarian has established in the library.

All captions and titles in the filmstrip are in English, although narrated in Spanish. The teacher's guide is also in English. The other filmstrip titles in this series are: *Getting to Know Books, What's in the Dictionary, How to Use the Card Catalog, How to Use the Encyclopedia,* and *Skills in Gathering Facts.*

THE FIGHT AGAINST RACISM IN OUR SCHOOLS–LA LUCHA CONTRA EL RACISMO EN NUESTRAS ESCUELAS. Luis Fuentes. Pathfinder Press, Inc., 410 West Street, New York, New York 10014. ©1974. 15 pp. $0.25 (paperbound). English and Spanish: Informational Resource.

In the introduction to this pamphlet, Claudio Tavarez discusses the false accusations that Luis Fuentes, the only Puerto Rican superintendent in New York, faced and the struggles he went through. This pamphlet presents the two speeches given by Fuentes supporting the Puerto Rican, Black, and Chinese parents in School District 1 in their attempts to gain control in their community. In his speeches Luis Fuentes discusses the fight against racism in the schools and analyzes the way in which the United Federation of Teachers (UFT) and the Council of Supervisors Association (CSA) have assumed leadership. He also presents his views on bilingual education and the negative attitudes that these unions had toward a positive change.

THE GYPSY WAGON: UN SANCOCHO DE CUENTOS SOBRE LA EXPERIENCIA CHICANA. Compiled and edited by Armando Rafael Rocríguez. Aztlán Publications, 405 Hilgard Avenue, Los Angeles, California 90024. © 1974. 90 pp. $3.95 (paperbound). English: College; Adult.

This is an anthology of Chicano short stories. The background of the book is unique in that each of the contributors has been, or is, a student at UCLA and has at one time or another congregated with other authors to discuss ideas. The stories reflect a variety of situations and experiences which the writers have personally faced. The introduction states: "The influence comes from what they have seen in their collective experiences. Experiences that have led them to witness injustices that have penetrated the schools, the universities, their streets, their homes, and in some cases their very heads . . ."

Although some of the language used in the literary compositions may be offensive to some people, the collection of stories offers

valuable insights into the lives of some Chicanos in the barrio.

LA HISTORIA DE LOS AZTECAS–THE STORY OF THE AZTECS. (Film.) Joe Kelly. Films Incorporated, 1144 Wilmette Avenue, Wilmette, Illinois 60091. Order from: P. O. Box 31547, Dallas, Texas 75231. Sale. $260.00; rent: $20.00. Spanish and English: All levels.

This film is based on the Aztec legend concerning the belief that the people of the Aztec empire would build their city where they found an eagle standing on a cactus devouring a snake. The legend is explained through the codices. In 1325 this fabulous city was built and was called Tenochtitlán. When the Spanish conquerors saw it, they described it as the most beautiful city they had ever seen, even more beautiful than any city in Europe. The prophecy of the god Quetzalcoatl was that a fair-skinned god would return to the Aztec city; Cortez–the man who conquered the Aztecs and destroyed their city–was considered the fulfillment of that prophecy.

The film also shows the temples of the Aztecs and the rituals they performed. The modern city of Mexico was built over Tenochtitlán. The same organization and beauty that was seen in pre-Columbian times is still evident in the markets, gardens, and fountains. The photography and color are excellent.

HISTORIAS Y CUENTOS DE TODOS LOS TIEMPOS. Elsa Sánchez de la Vega-Lockler, J. A. Rickard, and Clyde Inez Martin. Illustrated by Leonard Vosburgh, Santa Barraza, William R. Sowell, and Betsy Warren. W. S. Benson and Company, P. O. Box 1866, Austin, Texas 78767. © 1977. 240 pp. A guide for teachers (32 pp.) is included at the back of the reader. Single copy: $8.76; 10 copies or more: $6.59. Spanish and English: Grade 3.

In addition to providing the child with information about his community and environment, the authors intend to provide story elements of especial interest to the Spanish-speaking child, particularly the Mexican American child. The stories are written in such a way as to subtly stimulate the child's appreciation of the beauty of the Spanish language.

This reader is divided into five sections which provide the child with a wide variety of subjects, locales, and times. The sections are: *El reino de los cuentos,* which deals with folktales; *El reino de los animales,* which deals with animals and insects; *El reino de la naturaleza,* which deals specifically with water, forests, and oil; *El reino del trabajo y los inventos,* which deals with past methods and problems of producing food and energy; and *El reino de la historia,* which deals with early settlements.

There is an eight-page glossary which gives the meaning or clarification of new words and expressions.

The guide for teachers gives suggested activities which include exercises in oral and silent reading as well as oral expression and writing. There is also a purpose and an objective given for each lesson. Materials needed for the presentation of each lesson are listed.

HOW THE LOLLIPOP DRAGON GOT HIS NAME. (Film.) SVE/Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614. © 1970. The Adventures of the Lollipop Dragon Series. 56 frames, 12 minutes. Filmstrip with guide: $7.50; cassette: $6.00; record: $4.00; *The Lollipop Dragon Coloring Book* (pkg. of 12): $6.00. Spanish: Prekindergarten; Grades K-2.

This is a cartoon-style presentation on the concept of sharing. The story is about a huge green dragon who frightened the townspeople of Tumtum. It turns out that

the dragon is a friendly creature who's only interested in providing lollipops for the children on the other side of the mountain. The kingdom of Tumtum is a lollipop-producing enterprise. Because they have millions of lollipops and the dragon's children don't have any, they agree to share some of their lollipops with the other children. The entire story is narrated in Spanish and in the third person. No captions appear in the filmstrip, and only one male voice (with some variation in intonation) is used for all the characters, from the dragon, to the king, to the townspeople cheering. The teacher's guide received for review contains objectives and a complete reading script in English; no Spanish is included. This filmstrip may be used in a bilingual classroom or in a media center, or for individualized instruction.

The remaining filmstrips–*Working Together, Avoiding Litter, Care of Property, Taking Turns,* and *Kindness to Animals*–may be shown in any desired order. There is also a *Lollipop Dragon Coloring Book* which is sold separately.

I DIDN'T SAY A WORD/NO DIJE UNA PALABRA. Joseph G. Bielawski; photographs by Marjorie Pickens. R D Communications, P. O. Box 683, Ridgefield, Connecticut 06877. ©1976. Student edition (95 pp.): $2.90; teacher's guide (66 pp.): $1.50 (paperbound). Spanish and English (student edition); English (teacher's guide): Grades 1-3.

The 40 photographs with English and Spanish text present a unique way of inducing children to observe, make inferences, and voice their opinions. The photographs are of children in various moods and situations common to all youngsters. The text is written in free verse and elicits critical thinking. The key elements are self-identification and participation. The student is supposed to describe what the child in the photograph is doing and, most importantly, what emotions are being displayed.

The accompanying teacher's guide covers the following areas: using senses to communicate, using space to communicate, time, body movements, touching, using signs to communicate, and color communication. The teacher's guide provides a vocabulary list (new and cumulative), "picture-reading" questions, "discussion and independent/critical thinking" questions, and a section with background information for each lesson. Page numbers following each of these section headings refer to the student's edition. Lessons are presented in English, so the bilingual teacher will have to adapt the information to suit the needs of Spanish-speaking students.

IMPLICATIONS OF LANGUAGE LEARNING THEORY FOR LANGUAGE PLANNING: CONCERNS IN BILINGUAL EDUCATION. Christina Bratt Paulston. Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209. ©1974. 37 pp. $2.00 (paperbound). This is the first book in the Bilingual Education Series entitled *Papers in Applied Linguistics* (set of 4 for $9.95). English: Informational Resource.

This paper was originally presented at the American Association for the Advancement of Science/Consejo Nacional de Ciencia y Tecnología Symposium on "Sociolinguistics and Language Planning," in Mexico City, June 27-28, 1973. The intent of the paper is to show that when problems in educational language planning arise, one can look to language-learning theory for answers which will remain valid regardless of the situation. Topics of discussion include: the distinction between language cultivation and language policy as they relate to language planning, basic theories of language learning, and case studies on bilingual education. The implications drawn from this paper indicate that a sociolinguistic and anthropological framework is needed to examine solutions to sociolinguistic problems.

INFLUENTIALS IN TWO BORDER CITIES: A STUDY IN COMMUNITY DECISION MAKING. William V. D'Antonio and William H. Form. University of Notre Dame Press, Notre Dame, Indiana 46556. © 1965. 273 pp. $9.95 (hardbound). English: College.

The authors provide a comparative analysis of the two largest border cities, El Paso and Ciudad Juárez, based on interviews and surveys conducted over a span of eight years, 1954-62. This research is concerned with studying the interrelations of authority and influence to community decision making. Several assumptions were made about both cities, the principal being that El Paso and Ciudad Juárez could be studied by means of the same methods although they are in different countries and represent differing sociocultural systems. The six chapters included in this book deal with the historical and contemporary features of each city. The authors investigate the structure of influence and the processes of decision making within each city. They describe the influentials in business and politics in the two communities.

The last section is an appendix on the methodology used, explaining in detail the various steps or stages of this study: the research phase, exploratory interviews, selection and validation of the respondents, special problems encountered, language fluency and the historical perspective, gaining rapport, objectivity, etc. For college students working on research projects, this last section may be of particular help.

JAGUAR, MY TWIN. Betty Jean Lifton; illustrated by Ann Leggett. Atheneum Publishers, 122 East 42nd Street, New York, New York 10017. © 1976. 114 pp. $6.50 (hardbound). English: Grades 3-8.

Thun, a Zinacantec Indian boy, lives with his family in a remote Mexican village. As are all Zinacantecs, Thun is anxious that no danger befall either him or his twin spirit, the jaguar. Unfortunately, another person in the tribe has an evil shaman cast a spell of sickness and death over Thun in order to get Thun's father to stop encouraging the government's bringing electricity to the village. Excitement prevails as another shaman is called in to care for Thun.

This story is carefully written to present the beliefs of another culture in an interesting way. The research done for the story was thorough and allows the reader to enjoy a feeling of actually "being there." Pen-and-ink illustrations by a woman who lived with the Zinacantecs for several years accompany the text.

LANGUAGE SURVEYS IN DEVELOPING NATIONS: PAPERS AND REPORTS ON SOCIOLINGUISTIC SURVEYS. Edited by Sirarpi Ohannessian, Charles A. Ferguson, and Edgar C. Polomé. Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209. © 1975. 226 pp. $8.50 (paperbound). English: College; Professional Resource.

Most of the articles in this volume were papers presented in September 1971 in Glen Cove, New York, at a small conference on sociolinguistically oriented language surveys. The conference was organized by the Center for Applied Linguistics under a special award from the Ford Foundation. These papers examine the role and function of sociolinguistically oriented language surveys. The editors felt that since it was likely that more such surveys might be conducted in the future, it would be beneficial to investigate and contrast the types of surveys, the techniques and methods used, the problems encountered, and the controls involved in carrying them out. Among the authors and titles are: Ashok K. Kelbar, "The Scope of a Linguistic Survey"; Sirarpi Ohannessian and Gilbert Ansre, "Some Reflections on the Uses of Sociolinguistically Oriented Language Surveys"; William D. Reyburn, "Assessing Multilingualism: An Abridgement of 'Problems and Procedures in Ethnolinguistic Surveys'"; Mervyn C. Alleyne, "Sociolinguistic

Research in Latin America."

This collection of papers can be used by students of language and language teaching as a guide to identifying potential problems and factors to keep in mind in organizing a survey. A selected reading list is also included under General Texts, Periodicals, and Suggested Titles for Research Techniques.

MAJOR TRENDS IN MEXICAN PHILOSOPHY. Translated by A. Robert Caponigri. University of Notre Dame Press, Notre Dame, Indiana 46556. 1966. 328 pp. $7.95 (hardbound). English: College: Informational Resource.

In September 1963, the Thirteenth International Congress of Philosophy convened in Mexico City to discuss two central themes: Man and The Criticism of Our Times. In honor of the occasion, the Consejo Técnico de Humanidades asked outstanding teachers and scholars to prepare historical studies of Mexican philosophy. This book contains their essays.

Dr. Miguel León Portilla "studies pre-Hispanic philosophy, offering some idea of the mind of the Indian who once inhabited the valleys where this very Congress was celebrated." Edmundo O'Gorman looks at America after the conquest, examining the myth, reality, significance, and history of the New World. José M. Gallegos Rocafull and Rafael Moreno review the colonial period, the influence of Catholicism and Spanish thought, and "the awakening self-consciousness of the New World." Luis Villoro discusses the ideological currents during the period of independence. Positivism, which became the official philosophy of the "triumphant bourgeoisie," is examined by Leopoldo Zea. Fernando Salmerón concludes the volume with a review of twentieth-century philosophy. This book would be useful to any student of Mexican history and thought.

MAKING OF THE MEXICAN MIND. Patrick Romanell. University of Notre Dame Press, Notre Dame, Indiana 46556. © 1952. 213 pp. $3.25 (paperbound). English: General Interest; College.

Making of the Mexican Mind is a study of a people's philosophy rather than a statement of a philosopher's philosophy. It is the author's intent to say something about the unwritten philosophy of the Mexican people. Up until recently almost no information about Latin American philosophers was to be found in most reference works. "Even the great five-volume *Ueberweg*—the standard German history of philosophy which is supposed to tell us something about everyone everywhere in the realm of philosophy—devoted a scant half page of Volume V of its latest prewar edition to the whole of Central and South America. To make the illustration perfect for our purpose, Mexico is not even hinted at."

Chapter 2 is an analysis of the development of Mexican philosophic thought since colonial days. There have been principally five stages: the Scholastic, the Enlightenment, the Antirationalistic, the Positivistic, and the Antipositivistic. These philosophical ideas are related to specific social episodes in the general history of Mexico: the Counterrevolution, the Revolt, the Reform, the Reconstruction, the Revolution.

Chapters 3 and 4 are Romanell's historical pictures of Mexican philosophers Antonio Caso and José Vasconcelos, both great leaders of the 1910 revolt against positivism in Mexico. Caso's philosophy is a "Christian vision of the world"—"life for love's sake, not life for life's sake." Because of his long teaching career, he has come to be known as *el maestro* of Mexican thought. José Vasconcelos "has looked back at himself as destined by God to be a philosopher in the Platonic sense." He's known for "bringing the Mexican Revolution slogan—Mexico for the Mexican—out of the arena of political works into

the realm of cultural works." Romanell also elaborates on the influence exerted on Caso and Vasconcelos by French philosophers Blaise Pascal and Henri Bergson and the Spanish philosopher José Ortega y Gasset.

The last chapter deals with the direction given to present-day Mexican nationalism by native existentialists and perspectivists. The book includes a selected bibliography of recent Mexican thought.

MEMORY, MEANING, AND METHOD: SOME PSYCHOLOGICAL PERSPECTIVES ON LANGUAGE LEARNING. Earl W. Stevick. Newbury House Publishers, Inc., 68 Middle Road, Rowley, Massachusetts 01969. © 1976. 177 pp. $5.95 (paperbound). English: Informational Resource.

This book deals mainly with the psychological aspects of second-language learning. The book is divided into three main parts. Part I discusses memory from the biological point of view in experiments done with animals, how memory works in the minds of the students, and the types of memory that will be effective in the learning process. Part II discusses meaning in the linguistic sense such as in pronunciation and fluency, drills and exercises, teacher and student interaction, problems that would affect the learning process, and how certain strategies used by the teacher would give the students a more effective and successful learning experience. Part III discusses method from the general point of view of the "audiolingual habit theory" and the "cognitive code learning theory," in order to analyze more thoroughly the "psychodynamics theory" of language learning. Some learning principles are presented by Stevick:

Principle 1a: Language is one kind of purposeful behavior between people.

Principle 1b: And language behavior is intertwined with other kinds of purposive behavior between people.

Principle 2a: The human mind learns new behavior rapidly at any age.

Principle 2b: But (many kinds of) learning will be slowed down when the learner is busy defending himself from someone else.

This book gives important information on modern language trends for educators who are involved in foreign-language teaching.

MEXICAN AMERICANS–PAST, PRESENT AND FUTURE. Julian Nava. American Book Company, 450 West 33rd Street, New York, New York 10001. ©1969, 1973. 120 pp. Net price for educational facilities: $3.33; list price: $4.44 (paperbound). Also available in Spanish: *Los Mexicano-Americanos–Pasado, presente y futuro.* English: Grades 7-12; Informational Resource.

This is a comprehensive sourcebook dealing with the Mexican American experience in the United States. This minority group is studied from social-science aspects–his geography, anthropology, sociology, Each of the chapters is explicit in detail, factual, and interesting. A review and analysis follow each chapter. The questions in the review are designed to measure understanding, reinforce concepts and vocabulary, and encourage problem solving. The subject areas covered in the book include: Minority Groups in America; The Southwest; Spain and the New World; Mexico Emerges; New Lands, New People; and The Mexican American Today.

Ample illustrations accompany the text, and the cover art is colorful and attractive. This publication would be useful to supplement classroom studies in which cultural enrichment is encouraged.

THE MEXICAN NOVEL COMES OF AGE. Walter M. Langford. University of Notre Dame Press, Notre Dame, Indiana 46556. © 1971. 229 pp. $3.95 (paperbound).

English: College; Informational Resource.

This book stresses Mexican novelists of the twentieth century, the period in which "the greatest changes and developments have occurred." After briefly reviewing the earlier novelistic efforts, Langford discusses Mariano Azuela, the author who broke with past traditions and produced a *"puro mexicano"* novel. Azuela paved the way for novels of the Mexican Revolution, a subject which would dominate until the 1940s. Azuela's work was distinguished by realistic prose, use of colloquial speech, brevity, creation of atmosphere rather than plot, and the overriding theme of revolution.

In 1947, Agustín Yáñez published *Al filo del agua*, "the single most important work in the history of the Mexican novel." Rather than looking at people in their social, political, and physical environments, Yáñez studied instead individual thoughts, motives, and problems. Other authors, such as Juan Rulfo and Carlos Fuentes, have followed Yáñez, producing psychological novels of interiorization. Fuentes is indeed the most widely known Mexican writer in the world.

In addition to these writers, Langford discusses other outstanding novelists. B. Traven, a German immigrant to Mexico, is best known for *The Treasure of the Sierra Madre* and his themes about the common man. Luis Spota, "possibly Mexico's all-time best-selling novelist," is a skilled but controversial writer whose works are imaginative, irreverent, brash, and sometimes sensational. Sergio Galindo is a master at portraying human relationships. Langford also describes several other novelists too numerous to name here. He is always careful to document personal experiences, historical events, and literary influences which have affected each writer. Consequently, his book goes beyond isolated literary criticism: we see the novelists in their own worlds with various forces shaping their work. Langford's comments and bibliographies are useful aids for teachers selecting literature for secondary or college students.

EL MÉXICO ANTIGUO/ANCIENT MEXICO. Paul Gendrop. Editorial Trillas, Mexico Imported Books, 3013 Rolinda Street, Dallas, Texas 75211. ©1972. 183 pp. $3.90 (paperbound). English and Spanish: Grades 9-12.

El México Antiguo/Ancient Mexico is a bilingual publication ideal for high school students interested in the art and history of Mexico's ancient civilizations, the Olmec, the Maya, and the Aztec. The main aim of this book is to contribute to existing bilingual education and cultural programs in the Southwest. Spanish and English texts are presented on opposing pages; sentence length and paragraph construction reflect reading at the high school level. There are no chapter questions for review purposes.

A wide spectrum of topics–legends, life style, farming, astronomy, sculpture, stone and monumental architecture, mural paintings, etc.–is discussed in 52 short chapters. The book contains an enormous amount of information and a very large number of text drawings depicting the grandeur and splendor of these pre-Hispanic cultures. A few color plates are also included. This book may be used as a text or supplemental material in Mexican American studies or art classes, particularly in a bilingual setting. At present it is being used in bilingual education programs in school districts throughout Southern California.

NORTHERN SOUTH AMERICA–COLOMBIA, VENEZUELA, AND THE GUIANA LOWLANDS. (Film.) SVE/Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614. ©1968. Living in South America Today Series. 49 frames, 15 minutes. Filmstrip and teacher's guide: $7.00; record: $4.00; cassette: $6.00. Spanish and English: Grades 5-8.

The color photographs used in this filmstrip give the student some idea about the urban and rural living conditions, the geography, the industry, etc., in these countries. The

narration is in Spanish with all captions and titles in the filmstrip appearing in English. The reading script for the filmstrip, in the teacher's guide, is also in English. *Northern South America* is suitable for use in social studies, world geography, and Spanish classes. The other titles in this series are: *The Andean Highlands–Ecuador, Peru, Bolivia; The Amazon Basin; The Brazilian Highlands; The Rio de Plata Countries–Argentina, Uruguay, and Paraguay.*

PARENTING IN 1976: A LISTING FROM PMIC. Parenting Materials Information Center (PMIC). Early Childhood Program, Southwest Educational Development Laboratory, 211 East 7th Street, Austin, Texas 78701. 1976. 163 pp. $5.00 (paperbound). English: Informational Resource.

Parenting in 1976 lists the current holdings of the Parenting Materials Information Center (PMIC) at the Southwest Educational Development Laboratory. Titles listed are divided into 19 major subject areas such as family, health and safety, multiethnic heritage, and language and intellectual development. Full bibliographic information plus price is given about each title. Some materials in the collection have been analyzed, and information sheets are available at $0.15 per title. Titles with information sheets are indicated with asterisks in the text. This listing would be helpful to any individual working in parent involvement.

PERSONAL REFLECTIONS OF THE SHOSHONE, PAIUTE, WASHO. Intertribal Council of Nevada, 98 Colony Road, Reno, Nevada 89502. © 1974. 28 pp. $2.00 plus postage (paperbound). English: General Interest; Informational Resource.

This book consists of the recollections and impressions of 15 authors concerning the history and present status of three tribal groups. Titles of some of the articles are: "New Challenges for Nevada Indians," "Goshute History," "Education at Duckwater," and "History of the Las Vegas Colony." The purpose of this resource book is to prevent further discrimination against the Indian by educating people so that they will understand the history and the culture of the tribes involved. As the writings are applicable to only a few Indian groups, the book would be most useful as a supplementary tool in historical studies.

PROFILE ON THE MEXICAN AMERICAN WOMAN. Martha Cotera. National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702. © 1976. 267 pp. $8.00 (paperbound). English: Informational Resource; College.

Martha Cotera has delved into many areas and has provided a comprehensive view of the Mexican American woman, information which is particularly valuable since it appears in a single volume. A historical overview begins with Mexicanas during the pre-Columbian period and concludes with the Chicanas of the 1970s. Over half of the historical chapter is devoted to the twentieth century. Cotera notes general trends and also identifies outstanding individual women, many of whom have not been noted in publications before. For example, we learn about the well-known personalities La Malinche and Josefa Ortiz de Domínguez, but Cotera also tells us about Queen Xóchitl, a Toltec warrior; Patricia de León, one of the founders of Victoria, Texas; and María Hernández, a contemporary civil rights activist.

In addition to the historical data, Cotera has also provided a socioeconomic profile on Chicanas–educational, employment, and income statistics. Her comments on family life counteract the many falsities and stereotypes surrounding this subject. She agrees with Miguel Montiel that "as long as research on the Mexican American family is guided by anything other than sound definitions, its findings, conclusions, and interpretations must be seen only as philosophical and ideological speculations, not as empirical truths."

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Cotera's final chapters look at the contemporary Chicana and her accomplishments in certain areas—journalism, politics, labor, the women's movement, etc. She provides names of individuals and organizations which are presently active in Mexican American affairs. Teachers should find this book a valuable resource; the historical data could be the basis for a unit on outstanding Chicanas, and the contemporary material would be useful for the study of current events. Furthermore, the book is a good tool for professional consciousness raising. Cotera provides a comprehensive bibliography.

REBELS AND REFORMERS: THE LIVES OF FOUR JEWISH AMERICANS. Alberta Eiseman. Illustrated by Herb Steinberg. Zenith Books, Doubleday and Company, Inc., 245 Park Avenue, New York, New York 10017. The aim of Zenith Books is to present the history of minority groups in the United States and their participation in the growth and development of the country. © 1976. 131 pp. $2.50 (paperbound). English: Grades 4-8.

This book tells the stories of four outstanding Jewish Americans. Uriah Phillips Levy, "the first Jewish officer ever to choose a lifetime career in the Navy of the United States," was loyal to both his religion and his country. His naval career spanned almost 50 years of service including two wars, the War of 1812 and the Civil War. Perhaps Levy's most outstanding contribution was his crusade against corporal punishment in the navy: he became known as "the father of the abolition of flogging."

A Polish immigrant, Ernestine L. Rose was a follower of the social reformer Robert Owen. She was an active feminist and abolitionist whose stirring speeches inspired audiences all over the United States.

Louis D. Brandeis earned his legal reputation in two disparate areas: corporate law and public-service law. Through the courts he made progress toward safer working conditions, shorter hours, and collective bargaining. "The daily rights, the daily needs of working people" were his major concern. From 1916-39 Brandeis served on the Supreme Court, writing "historic opinions which upheld the rights of individuals."

Lillian D. Wald was a pioneer in public health and social work. After receiving her nurse's training, she established a clinic and health-education center in an immigrant neighborhood of New York City. Through the years her center's activities expanded to include athletics, tutoring, special education, and other community services.

This book may be used for supplementary reading in social studies. It is illustrated with black-and-white drawings.

REFERENCE LIST OF MATERIALS FOR ENGLISH AS A SECOND LANGUAGE. Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209. 1964, 1966, 1969. *Part 1: Texts, Readers, Dictionaries, Tests* (152 pp.): $6.00; *Part 2: Background Materials, Methodology* (105 pp.): $6.00; *Supplement, 1964-1968*: $8.50 (paperbound). English: Informational Resource.

These three volumes are a comprehensive annotated bibliography covering materials produced between the years 1953-1968. The first part cites texts, readers, dictionaries, and evaluation instruments; Part 2 deals with background materials in linguistics, the English language, the psychology of language learning, and the methodology of language teaching. The purpose of the publications is to provide information about materials published from 1953-1968 which address English as a second language. "A number of 'classics' have been included . . . Also, in categories where there was an abundance of material, a degree of selectivity has been possible." Each work is descriptively annotated. The supplement features materials from 1964-1968, updating Parts 1 and 2. A section of particular value to bilingual teachers

deals with titles designed for students from specific language backgrounds, e.g., Spanish, Portuguese, Japanese.

SANTILLANA BILINGUAL SERIES: PROGRAMA DE LENGUA ESPAÑOLA. Director: Antonio Ramos; staff: José Vázquez, Migdalia Romero de Ortiz, and P. J. Hutchings. Santillana Publishing Company, 575 Lexington Avenue, New York, New York 10022. © 1975. Student's material (PAL): $0.89; examiner's manual (PAL): $1.46; Criteria Reference Assessment (CRE): $1.79 per set; answer key cards for CRAS: $8.93; mastery level tests 1 and 2: $0.89; and the MLT examiner's manual: $1.46. Spanish: Grades K-2.

Santillana Bilingual Series now has an evaluation system to provide individual instruction to the Spanish-speaking child. The system is designed to follow the sequence of the reading program in order to meet the student's needs at his/her level of progress. The order suggested for this PMS ("program management system") evaluation system is as follows:

PAL–Prueba de aptitud para la lectura/ RRA–Reading Readiness Assessment: The PAL evaluation system is designed to assess the student's reading-readiness skills before he starts the Basic Reading Program. The individualized assessment consists of a total of 52 exercises divided into 3 parts evaluating the following skills:

Part 1 – visual discrimination/similarities, 16 exercises;
Part 2 – concept development and motor coordination, 16 exercises;
Part 3 – visual discrimination/differences and auditory discrimination, 20 exercises.

Each part also contains an item-analysis chart to identify which skills need to be reinforced and which have already been mastered by the student. The examiner's manual contains detailed instructions on preliminary processes, general and specific directions, and the interpretation of results. Four picture cards are used as cue cards, and a list of activities to assess the student's needs is also provided. This pretest could be administered in English or Spanish.

CRA–Criteria Reference Assessment: Level 1: 4 sets for the books *Mira, Mira y lee, Lee y trabaja, Trabaja y aprende.* Level 2: 4 sets for the books *La ciudad; Otros amigos, Otras culturas.* Sample skills evaluated are:

visual discrimination–phonetic analysis of initial sounds; rhymes; differentiation of graphs; shapes; spatial relations; word recognition; structural analysis of syllables and question marks, etc.

listening comprehension–identifying characters and places; interpreting; analyzing feelings and characters; predicting; inferring, etc.

Answer Key Cards: Levels 1 and 2–A total of 24 cards are provided for the student's use so he can check his own results in the CRAS. The cards contain the right answers.

Mastery Level Test I: This consists of an evaluation at the end of Level 1, testing phonetics, vocabulary, and comprehension and an MLT examiner's manual explaining detailed processes on how to administer the test.

Mastery Level Test II: This consists of an evaluation at the end of Level 2, testing vocabulary and comprehension and an MLT examiner's manual.

A SELECTED BIBLIOGRAPHY ON MEXICAN AMERICAN AND NATIVE AMERICAN BILINGUAL EDUCATION IN THE SOUTHWEST. Stephen Cahir, Rosa Montes, and Brad Jeffries. Published jointly by ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209, and ERIC Clearinghouse on Rural Education and Small Schools, New Mexico State University,

P. O. Box 3 AP, Las Cruces, New Mexico 88003. 1975. 296 pp. $15.96 (paperbound). Number 6, CAL. ERIC/CLL Series on Languages and Linguistics. English: Informational Resource.

These two ERIC clearinghouses have collaborated to produce a selected bibliography drawn from their mutual fields of study. The monthly journal *Resources in Education*, issues January 1971 through June 1974, was the source for the abstracts which are included. The bibliography "is intended to provide access to the latest research findings or developments in bilingual education" specifically for Mexican American and American Indian students. A sociolinguistic analysis of bilingual education for these groups precedes the entries, with cross-references to materials cited in the bibliography. Each entry includes publication date, title, author, ERIC descriptors, and abstract. Some sources are cited, but most documents are available in their entirety at any ERIC microfiche collection. There is a subject index.

☆**SELECTIVE LIST OF GREEK LANGUAGE MATERIALS.** Compiled by Anne Pellowski. Distributed by the Dissemination and Assessment Center for Bilingual Education, 7703 North Lamar, Austin, Texas 78752. 1977. 6 pp. Free of charge. English and Greek: Informational Resource.

This is a selective list describing recent Greek children's books and other materials designed for Greek as a Second Language programs and English-Greek bilingual programs. This information list was compiled by the director of the Information Center on Children's Cultures, a service of the United States Committee on UNICEF.

The materials are divided into four separate sections: 1) games, alphabet books, phrase books, and other easy books for the beginning Greek reader; 2) picture books with minimal text; 3) books dealing with music, gymnastics, crafts, etc.; and 4) picture and story books requiring average-to-advanced reading ability in Greek. Titles are given in Greek, and the descriptions following the titles are written in English.

SILKMAKING IN CHINA. (Film.) Atlantis Productions, Inc., 1252 La Granada Drive, Thousand Oaks, California 91360. $175.00 (13 minutes; 16 mm; color; sound). English: Grades 3-8.

The entire process of silkmaking and its historical importance in the People's Republic of China are shown in this colorful film. The exceptional photography highlights the importance of each step in the silkmaking process. This film would provide a good stimulus for class discussion concerning activities of a different culture, scientific processes, and historical facts.

SPANISH-ENGLISH SOUND FILMSTRIP SETS. (Multimedia.) Weston Wood Studios, Weston, Connecticut 06880. © 1971. The set contains: 4 films, 1 tape cassette in Spanish and in English, 4 picture-cued text booklets in Spanish and 4 in English, and a 12" LP record. $42.00 per set. Spanish and English: K-2.

These sets have been designed for use in the teaching of English as a second language to Spanish-speaking children in the early grades. Each set in the series contains stories that young children will enjoy; the filmstrips have animated drawings, and those children who already read can use their booklets to follow along with the narration in English or Spanish. Although second-language strategies are not provided, this material will improve children's listening skills in English and expand their vocabulary in Spanish. The series contains 5 sets. Some sample titles from Set 1 are:

Millones de gatos/Millions of cats
Miguel Mulligan y su pala de vapor/Mike Mulligan and His Steam Shovel

La familia silvestre encuentra hogar/Make Way for Ducklings
Hércules/Hercules

These materials are also available in other languages, among them French, German, Italian, Russian, Welsh, Turkish, Danish, Swedish, Dutch, and Japanese.

STEPS TO ENGLISH, BOOKS A AND B. Doris Kernan. Webster/McGraw-Hill, Inc., 1221 Avenue of the Americas, New York, New York 10020. © 1975, 1976. Teacher's edition A (200 pp.): $2.61 (paperbound); pupil's edition A (64 pp.): $2.01 (paperbound); teacher's edition B (286 pp.): $2.61 (paperbound); pupil's edition B (63 pp.): $2.01 (paperbound). English: Grades K-2.

Steps to English is "a program which is based on the most up-to-date methodology in foreign-language teaching." Books A and B provide skills in understanding, speaking, and pronouncing English and serve as an introduction to the core of the series, Books I through IV. Emphasis in Books A and B is on basic language structures, "natural, functional vocabulary," and "the controlled presentation of sounds." Structures are presented through brief games, question-answer techniques, and dramatizations outlined in the teacher's guide. Students' books provide visual clues. Vocabulary is presented primarily in the context of other activities—questions, inferences, repetitions, pictures, and puppets. At the beginning of each lesson, special notes on pronunciation discuss particular sounds which are to be stressed. Two dialogues, a story, and an individualized evaluation section are also included in each lesson. In the latter part of Book B, reading readiness and spelling activities are provided. The author does not indicate how much class time the program requires but does emphasize that children learn at different rates and the teacher should plan accordingly. Workbook illustrations feature all ethnic groups, and some are two color.

STEPS TO ENGLISH, BOOKS I-IV. Doris Kernan. Webster/McGraw-Hill, 1221 Avenue of the Americas, New York, New York 10020. ©1974, 1975. Each level has the following components: pupil's edition (approximately 275 pp.); $3.99 (paperbound); teacher's edition (approximately 300 pp.): $4.17 (paperbound); workbook (approximately 125 pp.): $1.98 (paperbound); cue cards (approximately 16-20 17" x 22" cards, printed on both sides, 2 color): $12.00; cassettes: $96.00. English: Grades 2-6.

Steps to English is "a program for teaching English which is based on the most up-to-date methodology in foreign-language teaching." The child learns the new language by using it in a variety of situations; emphasis is on action and discovery. Structure, the most important part of each lesson, is presented through oral pattern skills which begin with vocabulary. The teacher points to a picture on the card, identifies the new word, and uses it in a sentence; students model after the teacher. Questions encourage the students to use the new words. Dialogues, pronunciation exercises, and rhymes provide additional oral work. Reading and writing sections reinforce oral activities. Tapes may be used for individual practice.

The teacher's editions are annotated versions of the student's texts; teaching suggestions are printed in colored ink in the margins, enabling the instructor to view both student and teacher materials without having to use two separate manuals. Sometimes, however, pages in the teacher's edition appear somewhat crowded. Two-color drawings, black-and-white photographs, and stories feature people from many cultures, e.g., Puerto Rico, India, Australia, and Peru. The photographs are a particularly effective way of showing people from different ethnic groups and income levels. The author does not indicate how much class time the program requires but does emphasize that children learn at different rates and the teacher should plan accordingly.

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Graw-Hill, 1221 Avenue
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CARTEL

STORY TELLER–SPANISH: CAPERUCITA ROJA/LITTLE RED RIDING HOOD. (Multimedia.) Rex Irvine and Jonn Strejan. Produced by Superscope; distributed by Publishing Services, Inc., 2021 Guadalupe, Suite 31, Austin, Texas 78705. © 1973. Book (22 pp., hardbound) and cassette: $2.49. Additional stories available. Spanish and English: K-2.

This is one in a series of famous fairy tales intended especially for young children. The stories will be useful for language-development skills in both Spanish and English. The stories are dramatized on the cassettes; the audio is well done, with music in the background. The book is beautifully illustrated. Those children who already read in Spanish can follow the story along with the tape. Other titles in the series (all available in Spanish and English) are: *Cinderella, Hansel and Gretel, Tom Thumb, Jack and the Beanstalk, Aladdin, Rumpelstiltskin, Sleeping Beauty, Snow White, Pinocchio, The Ugly Duckling,* and *The Elves and the Shoemaker.*

A SURVEY OF THE CURRENT STUDY AND TEACHING OF NORTH AMERICAN INDIAN LANGUAGES IN THE UNITED STATES AND CANADA. Jeanette P. Martin. Center for Applied Linguistics, ERIC Clearinghouse on Languages and Linguistics, 1611 North Kent Street, Arlington, Virginia 22209. 1975. 90 pp. $4.00 (paperbound). Number 17, CAL. ERIC/CLL Series on Languages and Linguistics. English: Informational Resource.

The author begins with an overview of the study of North American Indian languages. In historical perspective she outlines the contributions of several generations of linguists and then describes the two most important current trends: university and college programs and bilingual education in elementary and secondary schools.

Three appendixes form the bulk of the report. Appendix A lists American Indian language courses, both practical and academic in nature, which are offered by colleges and universities. In Appendix B, Martin cites materials useful in the study of American Indian languages. Serials, bibliographies, and sources used in preparing the survey are listed. General sources and materials about particular languages are included. Appendix C indicates persons who are working with individual languages or language groups.

Most of the material for this report was drawn from a questionnaire sent to 61 colleges and universities in the United States and Canada.

TÉCNICAS DE LABORATORIO: UN TEXTO DE TRABAJO DE MÉTODOS BIOQUÍMICOS. Gabrielle I. Edward and Marion Cimmino; translated by Sonia Casasnovas. Barron's Educational Series, Inc., 113 Crossways Park Drive, Woodbury, New York 11797. ©1976. 240 pp. $4.95 (paperbound). Spanish: Grades 9-12.

This book was designed for Spanish-speaking students interested in the health-science field. It provides basic information on laboratory experiments that deal with hematology, bacteriology, and urinalysis. Safety procedures for laboratory experiments are also provided. There is a total of four units. A table of contents presents the laboratory-work topic for each lesson, and each lesson contains basic information, detailed procedures on the materials or equipment used, and questionnaires to review the lesson. At the end of each unit, there is a glossary of terms. The book also includes diagrams, photographs, drawings, and a bibliography.

A) TEPOZTLÁN AND B) TEPOZTLÁN IN TRANSITION. (Film.) Coproduced by Charles Miller. B.F.A. Educational Media, Distributor; Division of CBS, Inc., 2211 Michigan Avenue, Santa Monica, California 90904. ©1976. A) $420 (16 mm; color; sound; 27 min.); B) $280 (16 mm; color; sound; 23 min.). English: Grades 3-12; Adult.

These two films present actual scenes of a small village located six miles from Cuernavaca. The narrative starts with some historical background dealing with pre-Columbian and colonial times. The films show the traditional ways of life of the people of Tepoztlán, pointing out, for instance, that they still observe the religious festivities of the old days and the old ways of planting and harvesting. We are also shown funeral rites, carnival parades with dances dating from colonial times, *jaripeos* (rodeos), the Day of the Dead celebration, market scenes, and local architecture. The people's way of life is presented sympathetically and with understanding. The photography is beautiful, and the film is enriched with the strains of native music.

TO FORM A MORE PERFECT UNION: JUSTICE FOR AMERICAN WOMEN. National Commission on the Observance of International Women's Year. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. 1976. 382 pp. $5.20 (paperbound). English: College; Informational Resource.

Although this publication is designed primarily to address women's issues, some sections are relevant to bilingual multicultural education. A chapter entitled "Double Burdens" deals with the problem of "women confront[ing] age or race discrimination as well as sex bias." The commission is officially urging state educational departments to meet the "bilingual-vocational needs" of minority women. Dr. Annie D. Wauneka, a member of the Navajo Tribal Council, is featured in an interview on Indian problems. She speaks about issues critical to the American Indian: economics, education, nutrition, housing. A section entitled "What You Should Know About Women" provides statistics on employment, occupations, income, and education of Asian American, American Indian, and "Spanish-origin" women.

2001 SPANISH AND ENGLISH IDIOMS/ 2001 MODISMOS ESPAÑOLES E INGLESES. Eugene Savaiano and Lynn W. Winget. Barron's Educational Series, Inc., 113 Crossways Park Drive, Woodbury, New York 11797. ©1976. 560 pp. $4.95 (paperbound). English and Spanish: Informational Resource.

This is a completely bilingual book of commonly used Spanish and English idioms especially designed for those "who deal closely with Spanish speakers." It would also be useful for travelers and students of either the English or Spanish language. Approximately 2500 Spanish and 2500 English idioms are included, all alphabetically arranged according to the key word of the idiomatic phrase. A wide variety of phrases has been included, phrases that contain idioms known not only to Mexican Americans but also to Mexicans, Spaniards, Puerto Ricans, Cubans, and South Americans. In addition to the idioms, this book presents, in both languages, useful reference lists for irregular English verbs, abbreviations, and weights and measures. Spanish and English indexes further enhance this book's usefulness as a language reference.

THE USE OF VERNACULAR LANGUAGES IN EDUCATION–LANGUAGE MEDIUM IN EARLY SCHOOL YEARS FOR MINORITY LANGUAGE GROUPS. Patricia Lee Engle. Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209. 1975. 33 pp. $2.50 (paperbound). This is the third book in the Bilingual Education Series entitled *Papers in Applied Linguistics* (set of 4 for $9.95). English: Informational Resource.

This is a study on research centering around two frequently asked questions: (1) Will a child learn to read more rapidly in his second language if he is first taught to read in his primary language? (2) Will the child achieve greater general knowledge of other subject-matter areas in his second language

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if he is taught these subjects first in his native language? The answers to these questions are sought through a survey of the relevant literature. The two teaching approaches normally used–the direct-method and the native-language approaches–are described and compared to one another. Areas of disagreement between the two approaches are considered, and a number of suggestions are given for future research strategy.

VIVA: A LOOK AT THE HISPANIC AMERICANS. Domingo Nick Reyes. DNR and Associates Press, 4330 Cedarlake Court, Alexandria, Virginia 22309. ©1976. 52 pp. $1.00 (paperbound). English: Informational Resource.

This booklet is designed to provide information about the Hispanic American people and their contributions to United States life and history. The historical period covered dates from 8000 B.C. to 1975 A.D., which includes the pre-Hispanic period, the Hispanic era, and the modern Hispanic American period. Topics are presented briefly yet clearly. Over 200 photographs and drawings highlight the text.

Preceding an overview that addresses itself to population, income, education, and employment of Hispanic Americans is a photographic essay of Hispanic men and women who have served or are serving in the United States Air Force. The experiences of the Hispanic Americans as presented in this booklet contribute to the general knowledge available concerning the rich heritage of this group of people.

YA LO LEO. Barron's Educational Series, Inc., 113 Crossways Park Drive, Woodbury, New York 11797. ©1976. 66 pp. $1.95 (paperbound). Spanish: Grade 1.

Ya lo leo is a reader divided into two units, *"Mi familia"* and *"Mis tios y Dido,"* each with various lessons intended as stories. These stories are three or four lines long and are very much like repetition drills on the consonants *m, p, s, l, pl, t,* and *d* in the middle and beginning positions. There are some exercises to complete at the end of the book. With its large drawings and easy-to-read print, it may be used with beginning readers in a bilingual setting.

The book was first published as two separate readers by the Dissemination and Assessment Center for Bilingual Education under the title *Chula Vista Readers.*

YO TENGO UN CUERPO SANO. (Multimedia.) School Days, Inc., 2020 West McNab Road, Fort Lauderdale, Florida 33309. ©1975. 30 coloring books (48 pp. each); 1 tape cassette; 1 parent-teacher guide (27 pp.); $46.00. Spanish: K-2.

This health program is especially designed for Spanish-speaking children in the early elementary grades and focuses on nutrition, respiration, growth, awareness of the senses, and other health topics. The first instructional kit concerns muscles and bones; a tape cassette presents a musical lesson with lively music and verses. The guide presents objectives, strategies, a possible schedule, and suggestions for supplementary activities. This program enables children to learn about health and have fun while doing so.

YOUR HOSPITAL VISIT COLORING BOOK. Physicians Art Service, Inc., 343-B Serramonte Plaza Office Center, Daly City, California 94015. ©1974. 32 pp. Unit cost: $0.39. Minimum order of 200: $78.00. Paperbound. English and Spanish: Grades 1-4.

Bilingual teachers teaching elementary students may find this coloring book suitable supplementary material for a unit on health education. The authors also suggest that this book be used by parents and health professionals to acquaint the child with medical terminology, instruments, and procedures. The illustrations are large cartoon drawings captioned in both English and Spanish. Also

included is a physical-examination maze for the student to complete; it presents the normal order of hospital procedures a patient must follow: visit to the doctor's office, arrival at the hospital, lab tests, hospital administration, ward greeting, induction, X rays, blood pressure and temperature, recovery room, all well, and checked out. The back cover is a Certificate of Bravery which the child (and his physician) may fill out should he be a patient at a hospital.

Another booklet, *The Love Bugs*, on venereal diseases, is in the planning for future distribution. Physicians Art Service, Inc., is a physician-owned company.

THE ZUNIS: EXPERIENCES AND DESCRIPTIONS. The Pueblo of Zuni. Zuni Learning Center, The Pueblo of Zuni, Box 339, Zuni, New Mexico 87327. © 1973. 28 pp. $1.25 (paperbound). English: General Interest.

"This small book is designed for use in schools and for those who would like to know a little of the history of the Zuni." The Zunis were probably an outgrowth of ancient cultures such as the Anasazi and the Mogollon. From the late 1300s to the early 1500s, they spent most of their time farming and conducting the religious and governmental affairs of the pueblo; occasionally Navajos or Apaches would attack the Zuni. In 1539 a Spanish friar, Marcos, came to the Zuni villages, thinking he was near the Seven Cities of Gold. For the next three hundred years, the Spanish and the Zuni often encountered each other, sometimes violently. The Spanish introduced sheep and cattle, and in the early nineteenth century the Zunis began to practice the trades of jewelry and blacksmithing.

After the Treaty of Guadalupe Hidalgo, more and more Anglo-American trappers and traders crossed Zuni lands. In 1879 Frank Hamilton Cushing, the first of several anthropologists to study the Zunis, arrived at the pueblo. Two outstanding governors led the Zunis during the nineteenth century. Lai-iu-ah-tsai-lu signed several treaties with the Americans and was in charge of supplying corn to American troops. He was succeeded by his son Ba:lawahdiwa, who was governor when the Zuni Reservation was formed in 1877.

The twentieth century has brought many changes. In the 1950s electricity was introduced to the pueblo, and cars became commonplace. Ranching has taken the place of more traditional farming. The jewelry industry is a multimillion-dollar enterprise and the economic mainstay of the tribe. *The Zunis: Experiences and Descriptions,* illustrated with maps and photographs, provides an introductory look at the Zunis and suggests several topics for further study.

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Analyses

AHORA CONOCES LAS PLANTAS

Title: *Ahora conoces las plantas.*

Author: Anne Neigoff. Spanish translation by Robbe Lynn Henderson, Enrique Romero, Martha González, and Yolanda Peña.

Publisher: Encyclopaedia Britannica Educational Corporation, 425 North Michigan Avenue, Chicago, Illinois 60611.

Copyright: 1973, by Encyclopaedia Britannica Educational Corporation.

Media: Print, tapes.

Components: Teacher's guide for *Edición en español*
Readers, set of five
Cassettes, set of five
Complete set: $59.50; combination offers available at reduced rates

Subject area: Reading, science readiness.

Curriculum role: Supplementary.

Grade levels: Primary. State-adopted in Texas as third-grade supplementary reader.

Population characteristics: The developers state that this product was developed "for children to whom English is a second language and for children who are learning Spanish as a second language."

Research and development evidence: None specified.

Linguistic content: English/Spanish. Teacher's guide gives instructions to the teacher in English and includes the Spanish script for the recorded enrichment material. Readers are in Spanish. The language used is understood by Spanish speakers worldwide.

Language level: Primary; intermediate. The analysts feel that students must have experience in the language far beyond the beginner's level. In some cases, such as the description of places where plants live, the language is advanced. Overall, the language used in the material may be too difficult for second-language learners.

Rationale: "Long before they can talk, children begin exploring the world around them." Based on this natural tendency of children to be curious about plants, the developers' intent was to provide children with learning experiences in exploring the world around them.

Goals: The broad general goals for this product are to direct the child's natural curiosity toward scientific inquiry and to encourage reading skills.

The broad specific goals are for the learners to find opportunities to:

1) observe and compare sizes, shapes, textures, and the changing cycles of plant growth;

2) classify information into groupings;
3) gather data from which they can make thoughtful generalizations.

Objectives. The teacher's guide gives suggested activities for each reader and specific objectives for each activity. The objectives, as stated, are not in measurable terms. Some examples of specific objectives are:

- To help children discriminate between living and nonliving things and between plants and animals
- To help children identify the environmental needs of different kinds of plants
- To help children identify the different kinds of plants we use for food

Bilingual/bicultural activities are also given with specific objectives for each activity. Again, the objectives are not stated in measurable terms. One or more of the readers can be used for these activities. Examples of these objectives are:

- To help children extend their Spanish-English vocabulary of plant life
- To help children develop communication skills through picture reading
- To help children recognize the bicultural character of their American heritage

Scope: The scope is broad. The topics are clearly stated and well covered. The main topics as they are presented in each book are as follows:

Muchas plantas introduces children to the variety of plant life and to the common properties plants share as living things.
Los lugares donde viven las plantas helps children explore the places where plants live and discover how they adapt to their habitat.
Las plantas y cómo crecen introduces children to the functions of plant parts and to the varied ways plants grow.
Las plantas y sus semillas helps children discover and observe the variety of ways seeds differ in size, shape, color, and dispersal.
Las plantas que necesitamos helps children deepen their awareness of the many ways we use plants in our daily lives.

Every topic, or reader, is accompanied by a recording which presents a reading of the text content of the reader on one side and enrichment material on the opposite side. The enrichment material covers the theme of the book in greater depth.

It is not necessary for all the material to be covered in order for the children to have a satisfactory experience. Supplementary material is suggested for the bilingual/bicultural activities.

Sequence: The developers suggest that the teacher may use the books in any sequence she chooses or may follow the sequence suggested in the teacher's guide.

The beginning activities are related to science concepts; the activities which follow are designed to help children deepen their awareness of their cultural heritage.

The route is linear as determined by the teacher. There are opportunities for branching in the Bilingual/Bicultural Activities section in the teacher's guide. There are opportunities for recycling at any point in the readers or the recordings.

Methodology: The teaching/learning methodology is described in the teacher's guide in the form of suggested activities for each reader. The methodology is clearly stated and easy to follow. The approach is primarily discussion, discovery, and group experience.

Sequenced instructions for implementation are given for each activity. There are three suggested activities for each book. The activities call for the use of readers and/or the enrichment recordings.

Teaching strategies are teacher directed. All students are to respond and perform tasks at the same time. There is provision for recycling by having the children use the skills they are learning over and over.

The recordings present the text content of each book on one side and enrichment activities on the opposite side. The recording of the text is conducive to the development of comprehension and interpretation skills. The students may read along in their books as their reading skills increase. The enrichment activities, on the second side of the recording, develop the theme of the book in greater depth.

Evaluation: There is no specific evaluation design provided. The teacher may, of course, determine or measure learner progress by discussion and/or observation.

Physical description: The teacher's guide and the five readers are 8 1/2" x 11". The readers are hardbound and colorfully illustrated. The teacher's guide is soft cover with no illustrations except on the cover. The quality of the paper and the printing is good.

The cassettes come in a sturdy plastic folder with a pocket for each. The quality of sound and pronunciation is good.

Summary statement: The intent of the product--i.e., to direct the child's curiosity toward scientific inquiry and to encourage reading skills--is well met in the content of the product.

The rationale and goals are well established. The objectives are specifically stated but not in measurable terms, thus making them teacher objectives rather than learner objectives.

The goals, objectives, scope, sequence, and methodology are congruent within and among themselves. One analyst has stated that besides being congruent within itself, the text is also congruent with the reality of nature.

Correlation is consistent among the teacher's guide, the readers, and the recordings. The approach is traditional in that the activities are teacher directed.

The product is suitable in a bilingual setting for use in science, social science, or language-learning programs. However, it may be difficult to use in teaching Spanish as a second language because the vocabulary used is beyond the scope of beginning readers or second-language learners.

Few inaccuracies were found in spelling and language usage.

One analyst feels that the methodology, as suggested by the author, might be more effective if the teacher forms small groups according to mastery of the language and of subject matter.

Although evaluation is left entirely to the teacher, the text provides opportunities for evaluating different cognitive, psychomotor, and affective outcomes. This, of course, requires that the teacher be very imaginative and creative.

This course of study has been state-adopted in Texas as a supplementary reading program for third grade.

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AHORA SABES ACERCA DE LA GENTE EN EL TRABAJO

Title: *Ahora sabes acerca de la gente en el trabajo.*

Author: Anne Neigoff. Translated by International Language Communications Center.

Publisher: Encyclopaedia Britannica Educational Corporation, 425 North Michigan Avenue, Chicago, Illinois 60611.

Copyright. 1974, by Encyclopaedia Britannica Educational Corporation.

Media: Print, tapes.

Components: Teacher's guide for *Edición en Español*
Readers, set of five
Cassettes, set of five
Complete set: $59.50; combination offers available at reduced prices.

Subject area: Career awareness, reading.

Curriculum role: Supplementary.

Grade levels: Primary. State-adopted in Texas as third-grade supplementary reader.

Population characteristics: The developers state that this product was developed "for children to whom English is a second language and for children who are learning Spanish as a second language."

Research and development evidence: Validation or learner verification is not specified. However, in selecting career areas, the developers were guided by the occupational clusters formulated by the U.S. Office of Education.

Linguistic content: English/Spanish. The teacher's guide gives instructions to the teacher in English and includes the Spanish script for the recorded enrichment material. Readers are in Spanish. The language used is understood by Spanish speakers worldwide.

Language level: Intermediate. The analysts feel, however, that some vocabulary is beyond the scope of beginning readers and that, overall, the product is too difficult for second-language learners.

Rationale. The developers state that "since the world of work is an integral part of our daily lives, it [the product] offers an exciting opportunity to help children discove that they share many bicultural experiences, many hopes and dreams and goals."

Goals. The broad general goals of this material are to provide children with the opportunity to:

1) observe and compare different career areas;
2) discover that there are many kinds of workers who contribute to our daily needs;

3) discover that there is a wide range of career opportunities and that someday they can choose the one that best meets their individual needs, likes and dislikes, aptitudes and skills;
4) discover that work can be its own reward, a fascinating and integral part of their life pattern.

Objectives: The teacher's guide suggests activities for each reader and gives specific objectives for each activity. The objectives, as stated, are not in measurable terms. Some examples are:

- To help children become aware of the variety of workers in their own community
- To help children understand that there may be many job variations in a career area
- To help children recognize that people share basic needs but also have individual needs

Bilingual/bicultural activities are also given, with specific objectives for each activity. One or more of the readers can be used for these activities. Some examples of these objectives are:

- To help children expand their Spanish-English vocabulary of workers and work activities
- To help children observe and compare the likenesses and differences of one kind of work done in different countries

Scope: The career areas which are addressed were selected from the occupational clusters formulated by the U.S. Office of Education. The areas covered are: consumer and homemaking, public services, manufacturing, marketing and distribution, agribusiness and natural resources, fine arts and humanities, construction, transportation, health, hospitality and recreation, communications and media, personal services, business and office, marine science, environment.

The depth to which job variation is covered varies within career areas. A survey approach is used in covering the material. Most career areas are addressed several times within and among the readers. It is not necessary for all the material to be covered in order for the children to have a satisfactory experience.

Supplementary materials are recommended for the bilingual/bicultural activities; titles and authors are given for books and records. One analyst feels that supplementation is needed in the form of simpler readings on the various topics.

Sequence. The developers suggest that the books may be used in any sequence the teacher chooses; she may also follow the order in which they appear in the teacher's guide.

All learners follow a linear route as determined by the teacher. There are many opportunities for recycling.

Methodology: The teaching/learning methodology is described in the teacher's guide and is clear and easy to follow. The approach is, primarily, discussion, discovery, and group experience.

The activities include sequenced instructions for implementation. There are three suggested activities for each book, and most of these call for the use of the readers or the enrichment recordings.

The learning approach is teacher directed. All students make responses and perform tasks at the same time. The author indicates that "children develop learning skills by using the skills over and over again."

Side 1 of the recordings gives a reading of the text content of the book. Beginning readers will listen to the tapes as they follow along in the book looking at the pictures and recognizing some words. The developing readers may read along as they listen.

Side 2 of the recordings provides enrichment material which develops the theme of the book in greater depth.

Evaluation: Since this is basically a supplementary-reading program that also develops awareness, there is no specific evaluation design provided or intended. The teacher, of course, may determine learner progress by discussion and observation.

Physical description: The teacher's guide and the five readers are 8 1/2" x 11". The readers are hardbound and colorfully illustrated. The illustrations depict people of various physical types and ages. The teacher's guide is soft cover with no illustrations except on the cover. The quality of the paper and the printing in both is good.

The recordings come in a sturdy plastic folder with pockets for the cassettes. The quality of sound and pronunciation is good.

Summary statement: This product is basically a career-awareness program. The approach to the teaching/learning process is traditional in that it is teacher directed.

The goals and objectives are congruent with the scope, sequence, and methodology in that they all revolve around the occupational clusters formulated by the U.S. Office of Education. This, of course, makes it congruent with the American reality of career opportunity. One analyst feels that it tends to guide children toward certain career areas where there may be more demand for workers. The readers seem to convey the idea that people choose the kind of work they like to do–and that nobody works out of necessity!

There is consistent correlation among the teacher's guide, the readers, and the recordings. Objectives are given as teacher objectives rather than learner objectives. The teacher, however, can use the content and design her own measurable objectives to be reached based on the reading or on her evaluation of the answers given to the questions which appear within the content.

The scope, although congruent with the goals and objectives, is a little limited in that there are many professions or jobs which are omitted.

The methodology is clear and easy to follow.

Evaluation is left entirely to the teacher; she is the only one to determine what to measure and how to measure.

Some of the major problems in the readers are not only spelling errors but errors in language usage. Examples of errors in spelling are: *sembran* for *siembran; radiografiá* for *radiografía* (misplaced accents are just as bad as misplaced letters); *carmelos* for *caramelos*, etc. Some examples of errors in language usage are: *"y en bo te"* should be *"y en un bote"*; *"Un enorme camión está rugiendo a lo largo de la carretera"* should be *"Un enorme camión va . . . ,"* etc. This analyst feels that these and similar errors in language usage can very well be due to the literal and direct translation of English to Spanish with no thought to the appropriateness of the language.

This course of study has been state-adopted in Texas as a supplementary reading program for third grade.

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BIENVENIDOS

Title: *Bienvenidos: Welcome to the Spanish Language.*

Authors: Dorothy S. Bishop and Arlene Schrade.

Publisher: National Textbook Company, 8259 Niles Center Road, Skodie, Illinois 60076.

Copyright: 1972, by National Textbook Company.

Media. Print, tapes.

Components: Student text: $6.65; five or more: $5.00
Teacher's guide: $1.50; free with 20 student editions purchased on one order
Student workbook: $2.00; five or more: $1.50
Workbook, teacher's edition: $4.50; five or more: $3.00
Unit tests: $13.00
Tapes (reel or cassette; set of eight): $110.00
Complete package (20 copies each of student text and student workbook, 1 teacher's guide, 1 teacher's workbook, unit tests, and set of tapes): $247.00

Subject Area: Spanish language development.

Curriculum Role: Basic.

Grade levels: 3, bilingual/bicultural program. However, the authors also state that "it may also be used as a first-year book for junior high and first-year high school students."

Population characteristics: The authors state that *Bienvenidos* was developed for "students who have had two years of previous study or as an introductory course in Spanish."

Research and development evidence: *Bienvenidos* has been field-tested for over six years as a continuation course for students who have had two years of previous study and as an introductory course in Spanish. Results show that students with previous study are more fluent, have a more authentic accent, and possess a larger vocabulary. However, results also show that both groups of students do equally well in understanding and in using the grammatical concepts and in reading comprehension.

Linguistic content: English/Spanish. English is used throughout for giving instructions to the teacher. The target language for the learner is Spanish. The authors state that they "have attempted to stay within the framework of what is referred to as World Standard Spanish."

One analyst feels that some words and expressions sound a little unusual. An example is the greeting *"¿Cómo andas?"* which means "How do you walk?" A student could feasibly answer, "I walk upright with my legs and feet." A better and simpler greeting would be *"¿Cómo estás?"*

Language level: Intermediate

CARTEL

Rationale: The author's purpose is to facilitate Spanish language development with a course of study which "focuses first on the student, then on grammatical syntax," thus showing students how to "put the language together." The students gain confidence and find themselves listening because they want to learn.

Goals: *Bienvenidos* serves as a continuation or developmental course for students who have been exposed to simple grammatical structures, vocabulary, and phonetics. The learners will acquire skills in listening, speaking, reading, and writing. They will acquire an awareness of the fact that language is a cultural phenomenon and an awareness of varieties in languages, patterns of usage, and concepts of appropriateness which are realistic for today.

Objectives: (Implied.) Although objectives are not specified, they can easily be inferred from the major headings for each lesson in the teacher's guide. Some examples are: telling time in the present and past, using numbers, infinitive and tense, colors and clothing.

Scope: *Bienvenidos* is the third-year course in the language-development program entitled The Spanish for Young Americans Series. The course of study begins with an introductory unit which presents basic vocabulary, structure, and Spanish phonics. This unit is followed by 14 units, with suggestions for their implementation found in the teacher's guide. Each unit is broken down into three sections: a *charla* which dramatically reinforces what has been learned; a section which introduces new grammatical and phonetic concepts with appropriate oral and written exercises; and a *lectura* for oral reading, mastery of vocabulary, and grammatical review.

The text covers present and preterite tenses and the use of verbs with the infinitive. The vocabulary is designed to be used in meaningful everyday situations.

The set of tapes provides models for the readings, dialogues, and all other material which lends itself to oral practice.

Sequence: The lessons are designed to move from simple and concrete to more complex and abstract; therefore, the entire course is based on progressive difficulty in learning Spanish. New terms are introduced through and built upon material that has been previously learned.

The reading selections are short and utilize the grammar and vocabulary that has previously been introduced.

Progression is usually through group activity because a large portion of instruction is through group oral practice. Entry and exit points are the same for all learners, and the route is linear. Branching, however, is possible through the use of a special reading section at the back of the book. This section is included for those students who are ready for more advanced work and can go ahead of the group.

Methodology. The total approach is a combination of the audiolingual and cognitive theories. The instructional setting is basically traditional in that the teacher leads the learners. The students have an opportunity to play an active role by participating in the dialogues, drills, oral practice, etc.

Throughout the learning process, the students are shown how "to put the language together." They gradually acquire the skills with which to express almost anything within the

context of their everyday life. This approach gives the students confidence, and they find themselves learning because they want to learn.

The teacher's guide gives clear and explicit instructions for teaching each lesson. The students may go through the lessons and exercises on their own at the discretion of the teacher. The workbook provides paper-and-pencil exercises for the students. Examples of desired responses are given.

Evaluation: Unit tests have been developed for evaluation purposes. The tests may be given after completion of each lesson or after completion of each unit. The tests are designed in short-answer format; the students fill in the blanks following detailed instructions which are given in English.

The workbook and the text also have fill-in-the-blank exercises which can be used as a measure of student achievement or progress. The student is also asked, occasionally, to write original sentences or paragraphs, to work crossword puzzles, or to do substitution drills.

The concepts and skills to be assessed include grammatical concepts and structure, verbs (present and past tense), vocabulary, specialized terminology (time, weather, days, weeks, and months), pronouns, articles, adjectives, interrogatives, exclamations, and pronunciation. These are based on workbook and text exercises as well as on the unit tests.

Physical description: The text is a 6" x 9", 244-page, hardbound book with an attractive and colorful cover. Photographs are in black and white, and illustrations are in black and white or green and white. Sometimes the illustrations are a little dark, making it difficult to read the unit through the color. The teacher's guide is a 30-page saddle-stitched pamphlet.

The student workbook and the teacher's edition of the workbook are softbound, 8 1/2" x 11", and consist of 107 pages.

The set of tapes is of good quality.

Summary statement: The course is a well-prepared, traditional approach to teaching/learning Spanish.

The scope, sequence, and methodology support the goals and the implied objectives. They are all congruent within and among themselves. The progress and mastery procedures seem to cover the content well. The correlation between the content of each lesson and the reading selections is good and allows the student to concentrate on one theme at a time.

No specific teacher preparation is indicated or suggested; however, one analyst feels that the teacher must devote a great deal of time to preparation.

The material seems to be especially designed for U.S. learners. Some communities may react negatively to emphasis given to a Central American country.

This course of study has been state-adopted in Texas and New Mexico for use in third-grade bilingual classrooms. Its main goal, however, is to teach Spanish as a second language.

HABLAN LOS NIÑOS

Title: *Hablan los niños.*

Author. Dorothy Sword Bishop, et. al

Publisher: National Textbook Company, 8259 Niles Center Road, Skokie, Illinois 60076.

Copyright: 1968, 1970, by National Textbook Company.

Media: Print, tapes, visuals, filmstrips.

Components: Teacher's manual: $10.00; 5 or more: $7.50
Tapes (reel or cassette; set of 7): $110.00
Language visuals (set of 60): $32.50; 5 or more: $24.38
Filmstrips (set of 2 with accompanying cassette): $22.50
Complete package: $155.00

Subject area: Spanish language development.

Curriculum role: Basic.

Grade levels: 1, bilingual/bicultural program; 4-5, teaching Spanish as a foreign language.

Population characteristics: The author states that "this course of study presupposes that the children do not live in a Spanish-speaking community." In this environment, therefore, the course of study is effective as foreign-language instruction. This analyst feels that the course of study is also effective in Spanish language development in a first-grade bilingual setting where the children are Spanish speaking already.

Research and development evidence: No specific data is presented. However, the author states that the course of study was developed in schools in Des Plaines, Illinois (District 62), where "the work done in the first year is entirely oral, and Spanish is begun in the fifth grade."

Linguistic content: English/Spanish. English is used for giving instructions to the teacher. The Spanish used is understood by Spanish speakers worldwide, although a few Mexican expressions are used.

Language level: Beginner/simple.

Rationale: The course of study was developed in order to provide material for teaching children to speak Spanish with some facility, for helping the teacher give children the necessary skills to enable them to read simple Spanish and to begin to write the language, and for helping the children to develop an appreciation of the language and of the people who speak it.

Goals: (Implied.) The children will develop skills in speaking, listening, and understanding verbal Spanish. They will develop an appreciation of the culture and of the people who speak Spanish.

Objectives: The learner objectives are stated as objectives of the text. They are as follows:

- To learn the sounds of Spanish
- To learn a basic Spanish vocabulary of immediate use
- To learn Spanish word order and sentence structure
- To develop a positive attitude toward learning a foreign language
- To gain some insight into the culture of Spanish-speaking people

Scope: *Hablan los niños* is the first year of an elementary language-development series entitled The Spanish for Young Americans Series. Seventy lessons comprise the work of the first year. These lessons take an audiolingual approach and consistently stress the development of listening and speaking skills. The main topics covered within and among the lessons are: colors, holidays, parts of the body, clothing, telling time, basic verb forms, school, names, and numbers.

This first-year program provides a 400-word vocabulary based on subjects the child likes to talk about. Within the basic vocabulary, concepts such as noun-verb agreement, noun-adjective agreement, proper Spanish word order, and correct use of idioms are developed and are repeated frequently to provide the drill needed to make proper Spanish usage habitual. "Enough cultural material is included to point up our own cultural heritage and to give the children some appreciation of the peoples who speak Spanish."

Supplemental materials are recommended and sources of additional material to help plan for a "change of pace" are given in the bibliography section.

Sequence: *"Hablan los niños* combines the topical approach with sequential development of vocabulary and structure." Consequently, the sequence which is followed is of utmost importance within and among the lessons. The lessons are designed to move from simple and concrete to more complex and abstract. The beginning lessons give the child a few words, phrases, and sentences that may be used repeatedly in order to give him a sense of security in learning Spanish. As the children become more proficient and begin to gain a working vocabulary, the lessons become more complex.

The entry and exit points are the same for all learners. The sequence is linear although opportunities for branching, based on teacher discretion, are possible. Provisions for recycling are made throughout the course of study.

Methodology: The teacher's manual describes the procedure or plan for each lesson; it even describes what the teacher's attitude toward the children should be. The lessons are planned to allow for as much flexibility as possible. A separate manual describes the use of the flashcards; the tapes are divided into sections for use in drills and dialogues. The teacher's manual does not specify the use of the filmstrips; this seems to be left to the teacher to decide.

An audiolingual repetitive methodology is used throughout the text. The student plays an active role by participating in dialogue, story telling, drills, and conversational stituations.

Evaluation: The author states that "formal testing in the usual sense has no place in the beginning elementary foreign-language program." The developer's procedures for evaluation are based entirely upon observation of pupil progress. The teacher is asked to simply observe the manner in which the child participates in the work of the class. Suggestions are given

for more objective evaluation, although the objectives of the course are not stated in behavioral terms. Examples of the suggested evaluation methods are:

1) a student may be evaluated on accent and intonation as he recites a verse or participates in a dialogue;
2) a student may be evaluated on his ability to answer a question correctly.

Physical description: The teacher's manual is a 6" x 9" plastic, spiral-bound, soft-cover book and consists of 210 pages. Cover and text paper are of good quality. Each of the 12 sections is separated by a colored sheet.

Language visuals are packaged in an attractive and sturdy vinyl carrying case. The set consists of 60 11" x 14" full-color flashcards with a 48-page teacher's manual.

The filmstrips and accompanying cassettes are of good quality; the filmstrips are in full color and visually appealing.

Summary statement: One analyst feels that the approach will be a little naive if the course of study is to be used with Spanish-speaking children.

The scope, sequence, and methodology are congruent with the rationale, goals, and objectives as stated by the author. The audiolingual learning theory, or approach, is applied consistently throughout the book.

The fact that the objectives are not stated in behavioral terms makes it difficult for a beginning teacher to objectively evaluate pupil progress.

The material seems to be especially designed for U.S. learners. This analyst feels that it can be used effectively in the intermediate grades for teaching Spanish as a second language or in the first grade in a bilingual program.

This course of study has been state-adopted in Texas and New Mexico as a basic language-development course in the first grade.

HABLAN MÁS LOS NIÑOS

Title: *Hablan más los niños.*

Author: Dorothy Sword Bishop, et al.

Publisher: National Textbook Company, 8259 Niles Center Road, Skokie, Illinois 60076.

Copyright: 1971, by National Textbook Company.

Media: Print, tapes.

Components: Teacher's manual: $10.00; 5 or more: $7.50
Tapes (reel or cassette; set of 6): $85.00
Ya sé leer (reader): $3.25; 5 or more: $2.44
Mi primera fonética (workbook): $2.25; 5 or more: $1.69
La primera fonética (teacher's guide): $6.00; 5 or more: $4.50
Complete package (1 teacher's manual, 20 *Mi primera fonética*, 1 *La primera fonética*, 20 *Ya sé leer*, set of tapes): $167.00

Subject area: Spanish language development.

Curriculum role: Basic.

Grade levels: 2, bilingual/bicultural program; 5-6, teaching Spanish as a foreign language.

Population characteristics: As in the first year of this course of study, the author "presupposes that the children do not live in a Spanish-speaking community"; therefore, the program's effectiveness is in teaching Spanish as a second language. However, it has also been found to be effective in Spanish language development in a second-grade bilingual setting where the children are already Spanish speakers.

Research and development evidence: No specific data is presented. However, the author states that the course of study was developed in schools in Des Plaines, Illinois (District 62), where the teachers gave their "time, patience, and talent to trying out new ideas, to experimenting with new approaches, and to refining techniques so that they could be shared with others."

Linguistic content: English/Spanish. English is used for giving instructions to the teacher. The author stresses that "the sound system of standard Latin American Spanish is used, and no attempt is made to call attention to various dialectical or regional variations of the sound of certain letters like *ll, s, a,* and *rr.*" Some Mexican idiomatic usages are noticeable in the songs and jingles.

Language level: Intermediate.

Rationale: (Implied.) This second book in The Spanish for Young Americans Series intends to expand and build vocabulary and structural concepts upon the listening and speaking skills which were developed in the first-year program. It introduces the child to reading and writing Spanish.

Goals: (Implied.) The children will expand their skills in listening, speaking, and understanding verbal Spanish and then build vocabulary and structural concepts upon this foundation.

Objectives: (Implied.) The objectives are not described in behavioral terms. They are presented in each unit of the teacher's manual under "Notes to the Teacher." Some examples are:

- The children will memorize jingles and poems for the purpose of building good Spanish pronunciation, intonation, and fluency.
- The children will learn to manipulate the language by the use of dialogues and conversation.
- The children will learn vocabulary and reinforce noun-adjective agreement by painting or sketching houses and rooms.

  The children will begin to develop reading skills by reading letters in clusters, words, and then simple sentences.

Scope: *Hablan más los niños* is the second-year course of this language-development series for the elementary level. It is comprised of 50 complete lesson plans. It begins with a basic review of the first-year program, which stressed the development of listening and speaking skills, and then continues to develop vocabulary based upon daily situations such as food and eating, the home, the school, and shopping.

The student workbook, *Mi primera fonética,* introduces a phonetic approach to sound-letter correspondence. Spanish sounds are represented visually in 50 simple lessons. The author starts with the alphabet and continues with the vowels, the consonants, special combinations, and dipthongs.

The reader, *Ya sé leer,* introduces the child to reading. The 20 stories, vignettes, and easy poems are written in the present tense for easy comprehension, and the vocabulary is correlated with the teacher's manual.

The set of six recordings includes all the material which is covered in the 50 lessons given in the teacher's manual.

Sequence: Sequencing is very important throughout the entire series. The units are designed to move from simple and concrete to more complex and abstract. Students must master skills in the order they are presented in the lessons in each unit.

There is opportunity for recycling; however, it is limited to review and warm-up exercises which are to be directed by the teacher. Branching opportunities are provided in the closing activity of each lesson since this is an extension of the structured activities within the lesson. The route is linear with single entry and exit points for all learners.

Methodology: The teaching/learning methodology is clearly described under the section "Notes to the Teacher" which is found at the beginning of each unit in the teacher's manual. A great deal of review is built into each lesson. All new materials or concepts which are to be introduced are described carefully. Suggestions are given for their introduction and use in the classroom.

Teacher-directed activities include warm-up exercises, conversation, comprehension, vocabulary development, structure drill, and review exercises. Child-centered activities include dramatization, individual recitation, and closing activity.

The instructional setting, overall, is traditional in that the teacher leads the learners. It is left to the discretion of the teacher to continue (individually or in groups) to the next topic or to provide some recycling. There are no individualized tests for each topic. Specific instructions on the use and appropriateness of the tapes are not given; however, it was found that the audio material does correspond to the activities in the lessons within each unit.

As in the first book, an audiolingual approach continues to be used, in addition to a phonetic approach to initial reading in Spanish. The student plays an active role by participating in dramatization, individual recitation, dialogue, story telling, drills, and conversational situations.

Evaluation: There are no specified methods of evaluation found either within or among the units. Pupil progress or achievement is measured only by teacher observation and teacher-pupil interaction. This is the only method provided for monitoring the extent to which the objectives are being achieved.

The topics or skills which are addressed by the activities and on which students should be assessed are: 1) vocabulary and language structure; 2) audiolingual practice; 3) formal reading skills; 4) formal writing skills; and 5) cultural concepts.

Physical description: The teacher's manual is a 6" x 9" spiral-bound, soft-cover book and consists of 210 pages. Cover paper, text paper, and printing are of good quality.

Mi primera fonética and *Ya sé leer* are attractive to children and the illustrations are colorful.

The six magnetic-tape recordings (reel or cassette) are of good quality and average about five minutes per lesson. Pacing, Spanish pronunciation, and clarity are good.

Summary statement: The scope, sequence, and methodology of this product are congruent with the goals and objectives as implied by the developer. Evaluation is congruent only to the extent to which the teacher can objectively assess pupil progress by observation.

There is a good balance in the entire course of study between the audiolingual approach and the phonetic approach to learning the Spanish language.

Lesson material addresses the needs and interests of young children in general. The vocabulary is simple and practical, making it applicable in other subject areas. The development of structural concepts is orderly and well sequenced. A great deal of review is written into the activities. The components of the program are well correlated within and among themselves.

The lack of a specific evaluation design may make it difficult for some teachers to monitor the extent to which the goals and objectives are being achieved.

Instructions for the audiolingual lessons ask the teacher to prepare supplementary and complementary material, but they do not suggest materials to be used. Two assumptions are implicit in the program: 1) that the teacher has mastery of the language; and 2) that the teacher is aware that many excellent books are available that deal in detail with linguistics.

The material seems to be especially designed for U.S. learners. It has been state-adopted in Texas and New Mexico for use in second-grade bilingual classrooms. Its use in teaching Spanish as a second language is in the fifth- and sixth-grade levels.

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